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BULLETIN OF

CHATHAM COLLEGE

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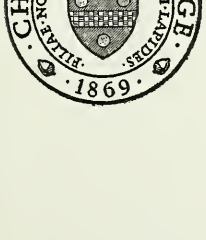

Woodland Road
Pittsburgh 32, Pennsylvania

SEPTEMBER, 1956

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EDUCATIONAL PROGRAM

The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding and with a readiness to adjust quickly and easily.

The liberal arts college is to be distinguished from other kinds of institutions because it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from in-

dividual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The college program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities which must be developed to an appropriate level so that democratic values reinforced by socially constructive attitudes may be supported by effective action are:

1. The ability to communicate: This involves reading, writing, listening and speaking.

2. The ability to solve problems: This involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, inference of valid conclusions, and the application of conclusions.
3. The ability to express oneself: This involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society.

1. Each individual is an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.
4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

Socially constructive attitudes which can be expected to emerge are:

1. Consideration for the viewpoints of others, with freedom from racial, religious or other social prejudices.

2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.
3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in terms of the ideal, and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual, and creative phases of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.
2. The universe he inhabits.
3. His social relationships.
4. His aesthetic achievements.
5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where a common curriculum is desirable. There are also spheres of knowledge where individual interests and talents should determine the direction of course election.

Let us call these two spheres basic education and individualized education. Basic education consists of the essential materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities and the world of values. Furthermore the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic education curriculum: basic education should be (1) comprehensive, (2) identical for all since it deals with common needs, (3) directive in emphasis, (4) correlated with specialized interests, (5) concerned with the development of social consciousness, (6) challenging to the further use of creative talent and (7) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

AREA I—MAN

HUMAN DEVELOPMENT AND BEHAVIOR. This is a three-hour course throughout the year which correlates materials concerned with human living. These include

certain major concepts in biology, psychology, social anthropology and nutrition which aid in the study of the changing reactions of human beings throughout the life span. The course is designed to give the student a knowledge of the various structures and functions of the body as well as an increased ability to meet the typical problems involved in the social, emotional and intellectual development of the individual.

AREA II—THE UNIVERSE

THE NATURAL WORLD. This is a one-year requirement in science, the first semester of which is devoted to consideration of the important concepts and methods of one of the special sciences: astronomy, biology, chemistry or physics. The second semester consists of the course, History and Philosophy of Science, which provides insight into the development of the major concepts in science and their relationships to human life.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a three-hour course throughout the year which traces the cultural developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense but rather a course dealing with the problems and achievements of our cultural heritage.

MODERN SOCIETY. This is a three-hour course throughout the year and ordinarily will be taken in the sophomore year. The objective is to provide the student with materials concerning significant social, economic and political problems and institutions and with a method of understanding and analyzing these problems and institutions.

WORLD ISSUES. This is a three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences in the relations between nations.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a four-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry, music and the dance. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a workshop program requiring an evaluation of recommended concerts, plays, novels, art exhibits and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

PHILOSOPHY OF LIFE. This is a three-hour course throughout the year and is ordinarily taken in the senior year.

The objective of the course is to provide the student with an understanding of the world of values and with an opportunity to engage in significant philosophical and religious thinking and discussion.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a moderate reading ability in one foreign language. This must be accomplished through a proficiency examination or through course work in one of the foreign languages.

ENGLISH COMPOSITION. This is a two-hour course throughout the year which is correlated with the other courses from which materials will be drawn for practice in the art of writing.

EFFECTIVE SPEECH. This is a two-hour course throughout the year. It is correlated with Modern Society and other basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four semester requirement with electives in team sports, individual sports, aquatics, and dance.

The above courses constitute the curriculum of basic education.* They total sixty-four hours or slightly over one-half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years (see graph, page 45.)

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examinations. Through the exemption examinations which are offered

*Further description of these courses is to be found on pages 46-49.

by the Office of Evaluation Services, a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they had no relationship with one another. Both basic and individualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate testing and guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter shall be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

It is necessary for the college student to clarify her aims in order to become aware of her own particular abilities and to know the progress she is making. In order to make certain that such information becomes available to the student, the college has an Office of Evaluation Services headed by a full-time director (See Office of Evaluation Services, page 140.)

To fulfill the requirement in concentration, the college offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

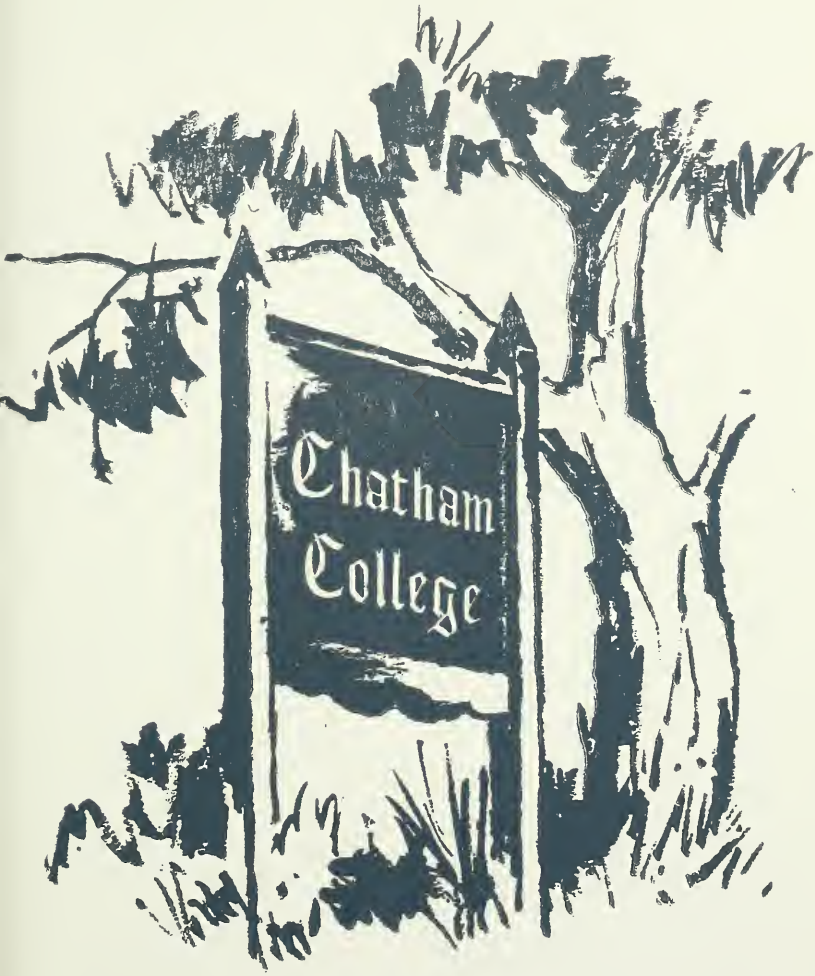
One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all seniors involving six hours of academic credit. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets once a week during the year with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that the success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner, in advance of his students to be sure, and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on

*Further description of these majors is to be found on pages 40-41.

the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the college.



THE COLLEGE

The College

THE PAST

According to Emerson, "An institution is the lengthened shadow of one man." Chatham College, however, is the lengthened shadow, not of one man, but of many devoted men and women who have built and are building their lives into it. But he who casts the longest shadow, now extending across more than eighty-five years, is the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in founding a college for women in Pittsburgh.

This was the year 1869. The University of Pittsburgh was, at that time, a "men's college." Founded to provide higher education for women, the college began as Pennsylvania Female College and consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The First Board of Trustees selected the house and grounds of Mr. George A. Berry as the college site. For many years, the college catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a full-fledged college. The college offered courses in languages, both modern and ancient, English language and literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training. A systematic study of the Bible was also required of every student.

From the opening day of the college, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building. Included in this structure was a chapel where students were required to attend daily services.

For nearly a score of years, the college consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to "Pennsylvania College for Women," with the action to amend the charter being started through student petition to the Board of Trustees.

The college continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

The following year, the resident students organized a student government program. This, in the form of the Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program but in the spring of 1923, a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 came the Louise C. Buhl Hall of Science. This hall was erected in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after

this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions. In the Lower Division, the student was to acquaint herself with the major fields of human thought. In the Upper Division, the student concentrated in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty felt, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the college with the residence and grounds that had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the college saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall and a new wing on Woodland Hall which included an infirmary and dormitory space, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, Gateway House and three new buildings to replace the original college buildings, providing one of the best equipped small colleges in the country.

In 1946, the present curriculum was introduced, a development which placed Chatham among the pioneers in curriculum progress in the post-war period.

While Pennsylvania College for Women was winning a special place among educational institutions as a ranking liberal arts college, its name caused it to be confused with other institutions and led to a widespread misimpression that the college was state supported.

In 1955, the Board of Trustees acted on the question of changing the name. With the support of the alumnae and the faculty, the Board of Trustees selected a new name. On November 15, 1955, PCW became Chatham College in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time and a leader who saved this country for its English speaking inhabitants: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

Since 1869, the institution has been "lengthened" by the shadows of the men and women who have built their lives into it. To them, present and future students are indebted for the history which they have made and are making.

THE CAMPUS

Following the vision and purposes of its founder and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in the best physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the dual advantage of being within a short distance of the theatre, the museums, the symphony hall, the libraries, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of approximately four hundred and fifty. The campus also has expanded to meet the growth of the college: there are now twenty-three buildings on twenty-seven acres of rolling, wooded grounds.

Dominating the Chatham landscape* is the Chapel which seats eight hundred people and which has a four-manual Moeller organ with carillonic bells. The bells are played for ten minutes before religious services and each evening just before dinner. On the ground floor of the Chapel are a large lounge, a meditation chapel, a choir room and offices.

Walking around the quadrangle of buildings, one comes next to the James Laughlin Memorial Library which contains nearly 50,000 volumes. Like the Chapel and all buildings in this integral part of the campus, it is in the style of Georgian architecture. The reading room, with its wide tables, individual lights and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and reserve room, the historical room, and seminar and private

*See map, page 28.

study rooms.

The Louise C. Buhl Hall of Science is the next stop on the campus tour. The Science Hall has laboratories for the departments of chemistry, biology and physics, and a lecture hall with facilities for the use of motion pictures. The science library on the lower floor has approximately four thousand volumes.

A trio of new buildings, dedicated in the spring of 1954, complete the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction groups which are an important part of Chatham's education program, space for extra-curricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore and a modern snack bar.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the five dormitories. In this resident hall are single and double rooms, as well as suites of two rooms. Woodland also houses the college infirmary and the dining rooms. The Dining Hall is light and pleasant and has tables seating six, providing for a personal dinner atmosphere.

Next door to Woodland, as one leaves the top of the hill, is Lindsay Hall, the smallest, most intimate, of the dormitories. This house was the "President's Residence" from 1910 until 1945, when Gregg House was acquired. Gregg House now serves as the home of the president of the college.

From Woodland Hall sunporch, one can look across Woodland Road to the opposite hill where two more dormitories, Fickes and Beatty Halls, are located. These buildings, originally family estates, provide the students who live there with the same homelike atmosphere that pervades all of the

Chatham residence halls. Like the other dormitories, there are large sunny rooms and comfortable lounges.

Following the winding path across the lawn from Lindsay Hall, one comes next to the buildings and grounds which were formerly owned by Andrew W. Mellon, late Secretary of the Treasury, and given to the college in 1940 by Mr. Paul Mellon. Here a number of seniors live in a dignified and spacious residence in the Tudor style of architecture. Mellon Hall has bowling alleys and a tiled, regulation-size swimming pool. The grounds and gardens are beautifully landscaped.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. The Department of Music utilizes this building which has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road is the three and one-half acre recreation field and the new Physical Education Building. This building includes a large gymnasium floor, seminar rooms, classrooms and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four new all-weather tennis courts.

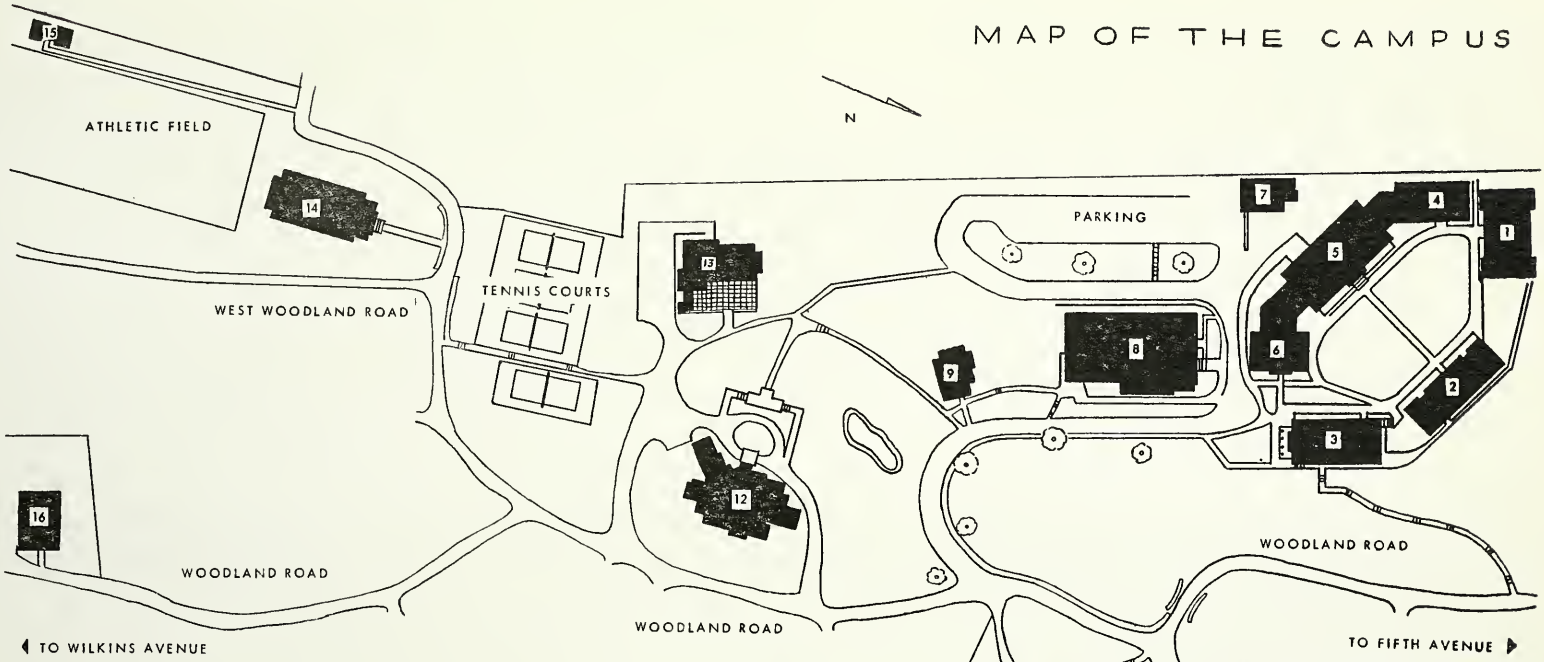
There are also facilities for picnics, and, in the cold weather, the "Lodge" (just off the playing field) with its large living room, open fireplace and kitchenette, is an inviting place for informal gatherings.

Toward Wilkins Avenue on Woodland Road is Gregg House, home of the president of the college.

Toward Fifth Avenue, the first house on the left below the Chapel is Mary Acheson Spencer House, the official residence of the dean of the college.

The tour is complete when one comes to Gateway House at the end of Woodland Road on the right. Gateway is a small and charming residence hall of Early American decor and the home of the Chatham Family Living Department.

MAP OF THE CAMPUS



1. BUHL HALL OF SCIENCE
2. LAUGHLIN MEMORIAL LIBRARY
3. THE CHAPEL
4. COOLIDGE HALL OF HUMANITIES
5. FALK HALL OF SOCIAL STUDIES
6. BRAUN HALL OF ADMINISTRATION
7. MAINTENANCE BUILDING
8. WOODLAND HALL
9. GUEST HOUSE
10. BEATTY HALL
11. FICKES HALL
12. ANDREW MELLON HALL
13. MUSIC CENTER
14. PHYSICAL EDUCATION BUILDING
15. THE LODGE
16. GREGG HOUSE

THE COLLEGE COMMUNITY

The college community of sixty faculty and four hundred and fifty students drawn from many states and from foreign countries provides variety of experience and yet assures each student a distinctive place and individual consideration. The classes at Chatham are small and the instruction is individualized. There is opportunity for seminar discussions and for numerous contacts with members of the faculty. The tutorial projects give students a direct, close association with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. They are responsible for a steady flow of significant books. In its membership are artists, musicians, dramatists and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

The students at Chatham are selected for their intellectual curiosity, character and achievement. Different nationalities are represented each year in the student body. Currently, there are students from Thailand, Iran, Puerto Rico, Korea, and France. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

The educational program at Chatham College is designed to educate students to assume responsibility. Both the educational program and the co-curricular activities of the college encourage increased freedom accompanied by increased responsibility. A dominant characteristic of the college is the spirit of unity, friendliness and cooperation.

The college maintains a carefully planned advisory system. Faculty members act as resident counselors in each dormitory. They meet weekly with house councils and house officers to discuss dormitory organization and plans. In addition, resident counselors provide general counseling.

When the student becomes a junior, one of the professors in her major field serves as her principal adviser. As an under-classman, she has a faculty adviser appointed by the Dean. The student counselors work directly under the Assistant Dean.

Dormitory life is an integral part of the educational program of the college because it offers students practice in the art of living together. Every effort is made to have student rooms and living rooms homelike and pleasant.

Student officers, elected and supported by the students, establish and maintain the social standards in all the dormitories. They cooperate with the student counselors and the administration in promoting the social and academic interests of the students.

Although the majority of the students at Chatham live in residence halls on the campus, some of the Pittsburgh students choose to commute. Freshmen dormitory students are permitted ten overnights a semester; sophomores, eleven; juniors,

twelve; first semester seniors, fourteen; second semester seniors, unlimited provided they are in good academic standing.

All students, whether resident or day, may share in every college activity. Much of the social and activity program of the college centers in the dormitories where house dances as well as open houses are held at various times during the year. Day students are associate members of a dormitory and are included in the dormitory programs.

Each student accepts the honor system of Chatham College upon admission, a system of mutual respect and trust. The Honor Code is important in helping each student to grow in maturity since it gives the individual responsibility as well as freedom. The entire college community believes in personal integrity. The community spirit of honor pervades every phase of campus life—it is active in the classrooms, in the dormitories, in the library, and, in fact, in all personal relationships.

All student organizations have one or more faculty advisers chosen by the students. There are a number of faculty-student committees and organizations.

Each class at Chatham elects a faculty adviser and the Student Government Association chooses an honorary member from the faculty. Vested in this Student Government Association, within the framework of its educational objectives, is the discipline of the college. Each student is a member. The S.G.A. is a part of the total administrative plan of the college and, as such, has a part in supporting all college programs and events. The officers of the Association meet frequently with the Dean to coordinate planning.

A calendar of activities for all students is provided through the Activities Council. Its activities are educational as well as social.

The all-student Athletic Association provides activities such as field hockey, archery, basketball, mushball, badminton, swimming, tennis, bowling, fencing and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition in mushball, basketball and hockey as well as to try out for the "Varsity" which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Athletic Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The "Cornerstone" is the college annual, a pictorial and literary record of student life at the college, while the weekly newspaper, featuring current news of interest, is called "The Arrow." "The Minor Bird" is a semi-annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus and the Sinfonietta, groups which give their services to churches, clubs, and philanthropic organizations. In addition, the Chatham College Opera Workshop in its summer and winter sessions contributes greatly to both the college and to the cultural life of the city of Pittsburgh.

Assembly Hour, eleven-thirty to twelve-thirty every Tuesday and Thursday morning, gives students as well as faculty members an opportunity to participate. Student government, class, and smaller committee meetings are held during the assembly periods and outside speakers are often invited to attend. One half of the Thursday assembly is devoted to religious services.

Chatham College, although founded under Presbyterian influence and Christian emphasis and tradition, is non-denominational and welcomes students of all faiths.

The college believes that the development of spiritual and moral insight is an integral part of an educational experience. It has weekly chapel services and encourages students to attend the churches of their own choice on Sunday. The college has a chaplain who is available for religious counseling and who teaches courses in religion. Other activities in special seasons and throughout the year are available for further expression of religious interests.

Certain customs have developed through the years into vital traditions. These include Matriculation Day, Color Day, the annual play contest, the annual song contest, the Christmas Candlelight Service, carol singing and Moving-Up Day.

The college attempts to develop students' particular abilities and interests, to teach them the importance of learning to live together and to take positions of responsibility and leadership in their own communities. Its co-curricular program is closely tied with its academic program to serve the same fundamental ends.

THE ENVIRONS

No American city has undergone as dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, almost overnight, one of the most interesting and progressive cities in the United States.

Over two billion dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is indeed fortunate to have the cultural facilities of such a city within minutes of the campus.

The natural science classes often visit the Buhl Planetarium and the Carnegie Museum. Science majors visit the laboratories of the Mellon Institute—unique in this country for industrial research—and many Chatham students are employed there after graduation. Sociology students work in city settlement houses; education students do student teaching in the city schools; drama students occasionally are cast for parts in the productions of the Playhouse and the Civic Light Opera; music students sometimes participate in concerts of the Pittsburgh Symphony.

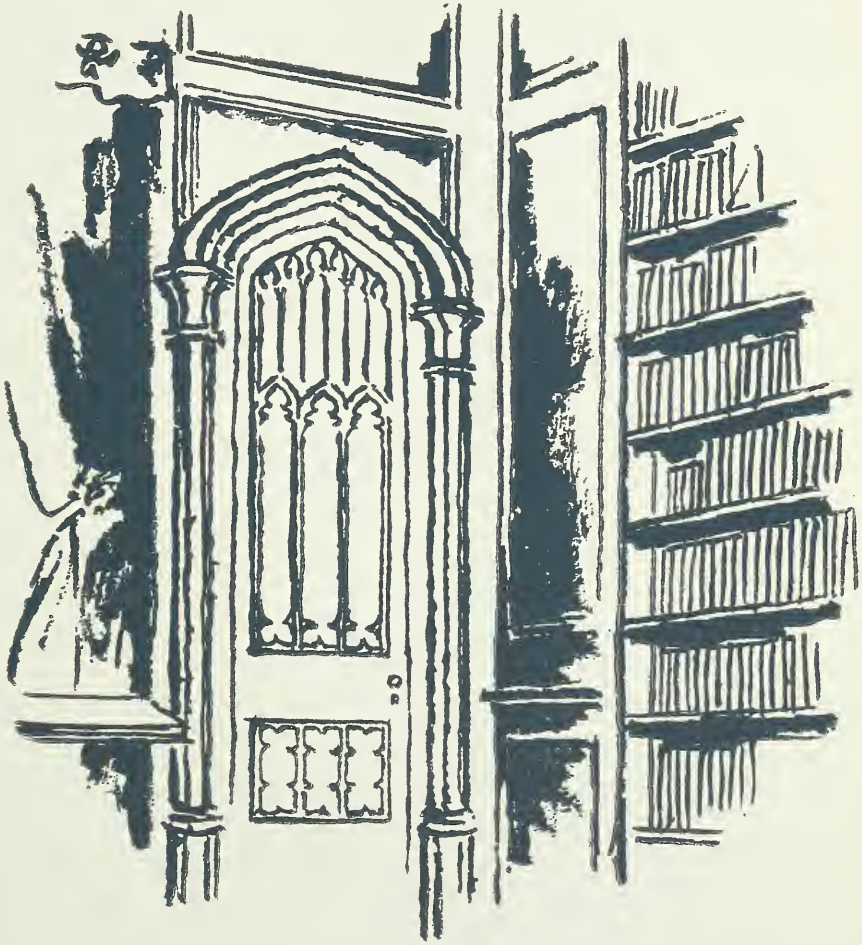
Many Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, the Music Guild series of vocal and instrumental artists, and concerts of visiting symphonies at student rates.

The International Exhibitions of Contemporary Painting, sponsored on alternate years by the Carnegie Institute, are both world famous and highly influential in the development of artistic appreciation in Pittsburgh. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are

exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art, the 130 Bellefield Studio, and the Pittsburgh Playhouse.

At the Nixon Theater, Broadway plays are produced and students have the opportunity to see current offerings that are occasionally pre-Broadway productions.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.



COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation from Chatham College are:

1. The passing of the following required courses* which are to be distributed over the four years.
   Human Development and Behavior B1-2 (6 hrs.)
   Natural Sciences B1 (choice of four) and B2 (7 hrs.)
   History of Western Civilization B1-2 (6 hrs.)
   Modern Society B101-102 (6 hrs.)
   World Issues B105 (3 hrs.)
   The Arts B1-2, B101-102 (12 hrs.)
   Philosophy of Life B151-152 (6 hrs.)
   English Composition B1-2 (4 hrs.)
   Effective Speech B1-2 (4 hrs.)
   Physical Education B1, B2, B3, B4 (4 hrs.)
2. The demonstration of a moderate reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a Tutorial in the major field under the individual supervision of the appropriate faculty member.
5. The successful completion of 124 semester hours.
6. The maintenance of a cumulative point standing of 2.00, a C average.
7. The completion of Senior General Examination.

DEGREES

THE DEGREE OF BACHELOR OF ARTS

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

* A student will be excused from taking any of the required courses in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

THE DEGREE OF BACHELOR OF SCIENCE

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology, in kindergarten education, and in elementary education.

MAJORS

FIELD MAJORS

Students meeting the requirements for admission to the junior class are offered major work in the following fields: art, biology, chemistry, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology, and Spanish—leading to the degree of Bachelor of Arts; biology, chemistry and education—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the section presenting its courses. To the general requirements for graduation and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An Interdepartmental Major is offered for the student who desires as comprehensive a college course as possible. By cutting across departmental lines it makes possible many combinations of courses without a specific major in one field. A student electing this major may combine subjects with reference to individual interests and objectives. Listed below is an example of an Interdepartmental Major taken from the Social Science area.

POLITICAL ECONOMY

Economics 103—Introduction to Economics	3
Political Science 104—American Government	3
Economics 113—Government and the Economy	3
History 162—History of the United States since 1865	3
Economics 109—Money and Banking	3
Political Science 115, 116—Process and Practice of Politics	6
Political Science 131—Political Science Seminar	3
Tutorial, involving political science and economics	6
	30

HONORS

At a special Honors Convocation each fall, Honors are announced for the Senior, Junior and Sophomore classes. This list consists of those students having a cumulative average of 3.40.

Honors are granted at graduation as follows:

High Honors: A cumulative average of 3.75

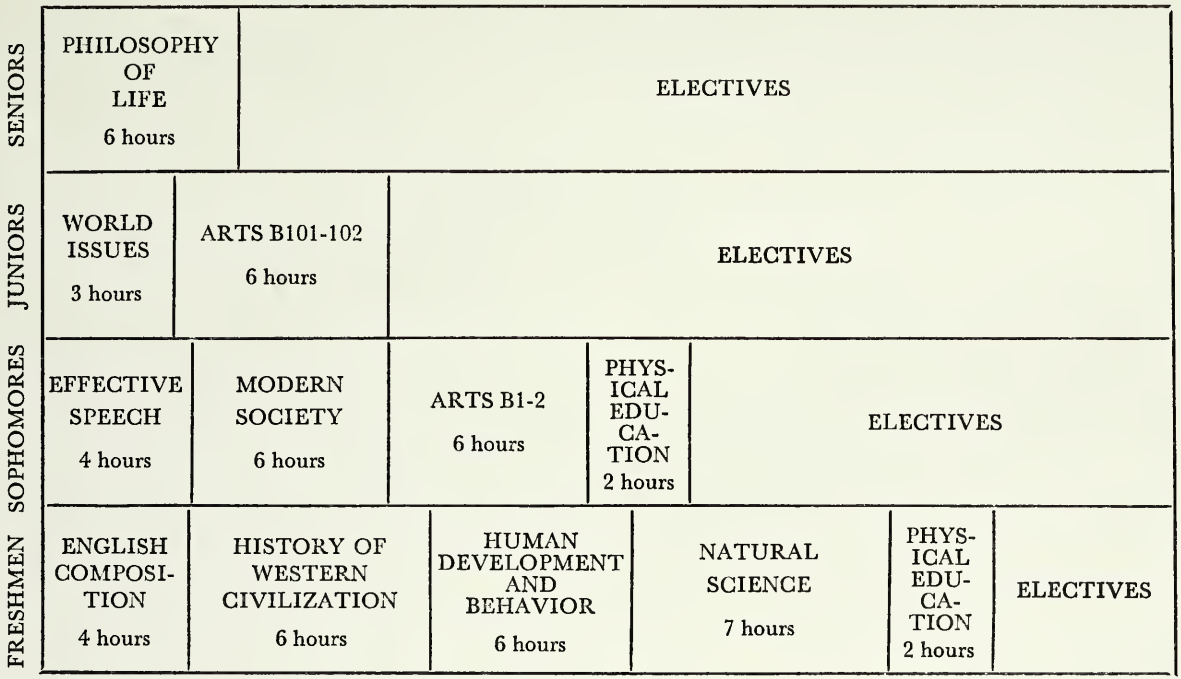
Honors: A cumulative average of 3.40

DEAN'S LIST

A student achieves Dean's List when she maintains an average of 3.25 or better for two consecutive semesters.

DESCRIPTION OF COURSES

THE CHATHAM COLLEGE CURRICULUM



The titles of all courses in the Basic Curriculum are given above. All students take these unless exempted by examination. Elective courses are chosen by the student in terms of her individual interests, aspirations and capacities.

Description of Courses

BASIC CURRICULUM

AREA I

HUMAN DEVELOPMENT AND BEHAVIOR

B1-2. The origin, maturation, and optimal development of the bodily structures and functions which underlie human health and behavior. The exploration of basic psychological principles and patterns of development from birth through old age. The objective is to enable the student to understand herself and other people, and to meet effectively the typical problems involved in her physical, social, emotional and intellectual development. Three credits each semester. Mrs. Martin and Miss Vincent.

AREA II

NATURAL SCIENCES

B1. ASTRONOMY. Interpretation of the evidence concerning our planet, the solar system and the star galaxies. Three recitations and a two-hour laboratory period per week. Four credits. Mr. Beardsley.

B1. BIOLOGY. A study of the principles revealed by living organisms —their plan and structure, their functions, relationships and adaptation to their living and non-living environment. Three recitations and a two-hour laboratory per week. Four credits. Miss Barish and Mr. Stevenson.

B1. CHEMISTRY. Observations, hypotheses, theories and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory per week. Four credits. Mr. Wallace and Miss Trammell.

B1. PHYSICS. A study of elementary theory and application of mechanics, heat and sound. Three recitations and a two-hour laboratory per week. Four credits. Mr. Markle.

B2. THE HISTORY AND PHILOSOPHY OF SCIENCE. Lectures and discussion on the historical development of the natural sciences. The interrelationships of the social and economic aspects of science with special emphasis on its changing philosophy. Three credits. Miss Barish, Mr. Beardsley, Mr. Harder, Mr. Markle, Mrs. Martin, and Mr. Wallace.

AREA III

SOCIAL RELATIONSHIPS

B1-2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilizations and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Three credits each semester. Mr. Borsody, Miss Dysart and Mrs. Gordon.

B101-102. MODERN SOCIETY. A course integrating the more salient features of the related disciplines of political science, economics, and sociology in the study of organization and functioning of modern society. Analysis of the leading problems posed for political, economic, and social institutions and the ways in which specific institutions both limit and augment the functioning of other institutions. Three credits each semester. Mr. Keefe, Mr. Pierce, and Mr. Zasloff.

B105. WORLD ISSUES. A three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences on the relations between nations. Three credits. Mr. Liem.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A four-semester course, correlating work in the visual arts, drama, prose, fiction, poetry, music and the dance. To be taken as a sequence ordinarily in the sophomore-junior years. One lecture and two seminars each week. Three credits each semester. Mr. Cardona, Mr. Cummins, Miss Eldredge, Mrs. Evanson, Mr. LeClair, Mr. Neeson, Mr. Smith, Mr. Taylor, Mr. Wichmann.

B1. THE ARTS. Form and content in the arts; the classical point of view contrasted with the romantic attitude in the arts.

B2. THE ARTS. Our heritage in the arts—works representative of the Medieval period, the Renaissance, the Baroque period, the Age of Reason, and the Nineteenth Century romantic movement.

B101. THE ARTS. The modern scene, realism, impressionism, and symbolism.

B102. THE ARTS. Expressionism, experiment, and the search for order in the contemporary arts; a consideration of criticism and evaluation of the arts of past and present.

A workshop program which involves independent reading of novels and poetry and attendance at recommended concerts, plays, art exhibits, dance recitals, and lectures is correlated with each semester's work. During each semester the student writes eight reports evaluating these experiences. The course also presents each year a dramatic production of literary merit integrating music, dance and visual design in which students enrolled in the course may participate. The annual Arts Production is conceived as part of a four-year cycle recreating for each college generation masterworks from the major periods in the history of drama—fifth century Greece, the Renaissance, the Restoration theatre and the contemporary scene.

AREA V

ORGANIZATION OF EXPERIENCE

B151-152. PHILOSOPHY OF LIFE. A study of philosophical and religious points of view designed to guide the student in the formation of a consistent, comprehensive and workable philosophy of life. Open to seniors and to juniors with special permission. Three credits each semester. Mr. Bugbee.

In addition, the following are required:

FOREIGN LANGUAGE. A moderate reading knowledge of a foreign language is required of all students. See page 14.

B1-2. ENGLISH COMPOSITION. The course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write correctly. Since the skills which pertain to writing are essential to every course in college, the student is given direct practice with material from other courses. Two credits each semester. Mr. Cummins, Miss Eldredge, Mr. Lane, Miss McGuire, Mr. Zetler.

B1-2. EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Offered as a correlated course with Modern Society (required in the sophomore year). Two credits each semester. Mrs. Copeland, Mrs. Evanson, Mrs. Ferguson and Mr. Neeson.

B1, B2, B3, B4. PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are formed to develop skill and to provide recreational value in each activity taken throughout the year. One credit each semester. Miss Tanton and Miss Ver Kruzen.

Departments of Instruction

The departments of instruction are arranged in alphabetical order. Courses numbered under 100 are open to freshmen. Generally odd numbered courses are first semester offerings; even numbered courses, second semester offerings.

If the numbers of a year course are separated by a hyphen —as French 101-102—the course may not be entered second semester and no credit is given for one semester's work. If the numbers of a year course are separated by a comma—as Art 3,4—the course may be entered either semester and taken for credit.

If no year is designated after the course description, the course is offered each year.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The College reserves the right to withdraw any course which is not elected by at least six students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

The letter B preceding a course indicates a course in the basic curriculum.

Each student is required to complete a tutorial in her major field, except those majoring in elementary education. The elementary education students must do practice teaching as fulfillment of the tutorial requirement.

ART

Students majoring in art will be expected to take Art 1, 2, 3, 4, 5, 6, 101, 102, 111, 115 and 203-204. Courses in art may be taken in any sequence, but it is expected that students majoring in art will complete Art 1 through 6 before going on to advanced work.

1,2. DRAWING. The fundamentals of figure and object drawing. Contour, movement, form and expressive qualities are emphasized. Problems in perspective. Pen and ink, pencil, chalk, crayon, brush and ink, and other media are used. Two credits each semester. Mr. Storey.

3,4. OIL PAINTING. Oil painting from still-life, landscape and the figure. Creative experimentation is encouraged and at the same time the disciplines of pictorial composition are emphasized. Three credits each semester. Mr. Smith.

5,6. DESIGN. Functional design utilizing modern concepts and techniques. Color theory. Three-dimensional work in clay and construction in plastics, paper and wood. Fabric design. Three credits each semester. Mr. Storey. 1956-57.

101. HISTORY OF ART. Consideration of Ancient, Medieval and Renaissance art forms. Illustrated lectures, discussion, reading, visits to art galleries. Prerequisite: the Arts B1-2. Two credits. 1957-58.

102. CONTEMPORARY ART. Emphasis on architecture, painting and sculpture of the twentieth century with attention to nineteenth century backgrounds. Illustrated lectures, readings, visits to art galleries. Prerequisite: Arts B1-2. Two credits. 1957-58.

111. CLAY MODELLING. A studio course in the fundamentals of clay modelling and the designing of sculpture to be cast or fired as terra cotta. Problems include both work from the model and abstract three-dimensional design. Three credits. 1957-58.

112. SCULPTURE. The fundamentals of carving with emphasis upon sculptural design in permanent materials such as stone, wood, lead, and other metals. Three credits. 1957-58.

114. WATERCOLOR. Creative composition in sketching from still-life, landscape and the model. After basic training in direct watercolor technique, the student is encouraged to develop a personal experimental approach to the medium. Three credits. Mr. LeClair.

115. COMPOSITION. Pictorial design taught with emphasis upon the way in which formal discipline is an aid to creative expression. The student is encouraged to formulate an expressive goal, to analyze the principles and techniques that may prove helpful and to proceed toward her objective in a systematic way. The casein medium is used. Prerequisite: Art 3,4. Three credits. Mr. LeClair. 1956-57.

117. CERAMICS. Introduction to the art of ceramics. Coil, slab and mold methods of pottery making; glazing and underglaze painting; biscuit and gloss firing; application of designs and textures to pottery. Craftsmanship and imaginative investigation of materials are encouraged. Three credits. Mr. Storey. 1956-57.

121. COSTUME DESIGN AND ILLUSTRATION. Sketching from the costumed model. Students may elect to do laboratory problems in the field of costume design for the theatre or in fashion illustration for newspaper and magazine. Three credits. 1957-58.

123. ADVERTISING ART. Consideration of layout, lettering and illustration for poster, pamphlet, magazine and newspaper. Problems in connection with student publications, exhibits, and other campus activities are encouraged. Three credits. Mr. Smith. 1956-57.

125, 126. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. Prerequisite: completion of the Art courses required for a major, and permission of the head of the department. Hours and credits are to be arranged. Each semester. Art Faculty.

203-204. TUTORIAL Three credits each semester. Art Faculty.

BIOLOGY

Students majoring in biology take Natural Science B1, Biology, which is prerequisite to all other biology courses with the exception of Biology 112, and twenty-six hours of biology including six hours of tutorial. Another laboratory science, languages and mathematics are highly recommended.

B1. BIOLOGY. See Basic Curriculum, page 46.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles and habitats of the invertebrate animals. Two lectures and four hours of laboratory. Four credits. Mr. Stevenson. 1956-57.

8. COMPARATIVE VERTEBRATE ANATOMY. A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Two lectures and four hours of laboratory. Four credits. Mr. Stevenson.

9, 10. PLANT SCIENCE. A general study of the plant kingdom of the past and the present. Two lectures and four hours of laboratory. Four credits each semester. Mrs. Martin. 1956-57.

101. GENERAL BACTERIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, distribution and importance to man. Two lectures and four hours of laboratory. Four credits. Miss Barish.

102. ADVANCED GENERAL BACTERIOLOGY. Further study of bacteria fungi, viruses and laboratory techniques. Prerequisite: Biology 101. Two lectures and four hours of laboratory. Four credits. 1957-58.

107, 108. HISTOLOGY AND MICROTECHNIQUE. The study and preparation of plant and animal tissues for microscopic examination and interpretation. Two lectures and four hours of laboratory. Four credits each semester. Two credits each semester with permission of instructor. 1957-58.

109. GENETICS. A study of the principles and cytological mechanisms of inheritance in plants and animals. Two lectures and four hours of laboratory. Four credits. Two credits with permission of the instructor. Miss Barish. 1956-57.

110. VERTEBRATE EMBRYOLOGY. The study of the development of the vertebrate body from fertilization to hatching or birth. Prerequisite: Biology 8 recommended. Two lectures and four hours of laboratory. Four credits. Mr. Stevenson.

112. EDUCATION CONCERNING MARRIAGE. Discussion of the social, physical, psychological, economic, legal, ethical and spiritual aspects of marriage. This course is not credited toward a biology major. Three credits. Mrs. Martin.

114. PHYSIOLOGY. A study of the functions of tissues and systems in man. Two lectures and four hours of laboratory. Four credits. Mr. Stevenson.

201-202. TUTORIAL. Required of juniors majoring in biology. Library training in preparation for Biology 203-204. One credit each semester. Biology Faculty.

203-204. TUTORIAL. Two credits each semester in the senior year. Biology Faculty.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry B1, Chemistry 2, 103, 104, 105, 106, either 107 and 108 or 109-110, 201-202, 203-204.

Candidates for the B.S. degree in chemistry will take five one-year courses in chemistry, plus Chemistry 201-202 and 203-204; physics and mathematics through calculus. They are also required to have a reading knowledge of German.

B1. CHEMISTRY. See Basic Curriculum, page 46.

2. INORGANIC CHEMISTRY. A detailed study of the metallic and non-metallic elements and their compounds including theory involved. Two lectures, one recitation and one two-hour laboratory per week. Three credits, Mr. Wallace and Miss Trammell.

103. QUALITATIVE ANALYSIS. Theory and laboratory practice involving the separation and identification of anions and cations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory per week. Four credits. Miss Trammell.

104. QUANTITATIVE ANALYSIS. The theory and practice of gravimetric and columetric analysis including precipitation, acidimetry, alkalimetry and oxidation-reduction determinations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits. Miss Trammell.

105. ORGANIC CHEMISTRY. A study of the preparations, reactions and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Prerequisite: Chemistry 2. Two lectures, one recitation and six hours of laboratory. Five credits. Mr. Wallace.

106. ORGANIC CHEMISTRY. Extensive comparison and contrast between aliphatic and aromatic compounds. Laboratory work: organic preparations and qualitative analysis of organic compounds and mixtures. Prerequisite: Chemistry 105. Two lectures, one recitation and six hours of laboratory. Five credits. Mr. Wallace.

107. ADVANCED QUANTITATIVE ANALYSIS. Chemistry of foods and food products. Analyses of carbohydrates, fats, proteins, etc., in raw and manufactured products. Prerequisite: Chemistry 104 and 106. One lecture and eight hours of laboratory. Four credits. Mr. Wallace and Miss Trammell.

108. BIOCHEMISTRY. Study of carbohydrates, fats, proteins, and of animal metabolism including the analysis of body fluids, tissues and catabolic products. Prerequisite: Chemistry 104 and 106. Four credits. Mr. Wallace and Miss Trammell.

109-110. PHYSICAL CHEMISTRY. Properties of gases, liquids, solids and solutions; thermochemistry; chemical kinetics; electro chemistry and atomic theory. Prerequisite: Chemistry 104 and Physics 2, and calculus. Two lectures, one recitation and six hours of laboratory. Four credits. Mr. Markle.

201-202. TUTORIAL. Required of juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One credit each semester. Chemistry Faculty.

203-204. TUTORIAL. Two credits each semester. Chemistry Faculty.

DRAMA AND SPEECH

Students majoring in Drama and Speech are expected to take a minimum of twenty-four semester hours in the department plus the tutorial. Effective Speech B 1-2 is not to be considered part of the major.

B1-2. See EFFECTIVE SPEECH B1-2 under Basic Curriculum, page 49.

3-4. INTRODUCTION TO DRAMA. This course is oriented toward the general student who wishes a cultural background in the literature of drama through emphasis on the nature of the play as a reflection of national culture. Tickets to assigned professional and non-professional plays are furnished to the students and attendance both at the performance and the following discussions is an integral part of the course. Two lectures, two hours of Drama Workshop. Open to first year students. Three credits each semester. Mrs. Ferguson.

5-6. ACTING. A study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Attention is given to physical movement as it affects individual poise. Two lectures, two hours of Drama Workshop. Open to first year students. Three credits each semester. Mrs. Evanson.

101-102. DIRECTING. A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theater-in-the-round and other modifications of conventional staging will be considered. This course will prepare students for leadership in college and community drama programs. Two hours lecture, two hours Drama Workshop. Three credits each semester. Mr. Neeson. 1956-57.

103, 104. DRAMATIC CRITICISM. A course in the theory, practice and history of criticism as it relates to the literature of the drama. Second semester emphasis is upon contemporary and current drama. Tickets to assigned professional and non-professional productions will be furnished. Three credits each semester. 1957-58.

105. ORAL COMMUNICATION. A course designed to improve the student's own speech, to help her recognize speech problems and to understand the functional aspects of these problems. Students with minor speech problems receive practical individually directed aid. Three credits. 1957-58.

106. GROUP COMMUNICATION. An advanced course in community discussion aimed to develop the individual into a participating, purposeful, responsible member of the group. Community leaders and students from other colleges to be invited to the campus for discussion participation. Three credits. 1957-58.

107, 108. COMPARATIVE DRAMA. Studies in the development of the drama from the Greek to our time. Through discussion and class presentation significant plays will be considered in relation to the theatrical and social conditions in which they originated and the permanent ideas they express. Three credits each semester. Mrs. Ferguson. 1956-57.

203-204. TUTORIAL. Three credits each semester. Drama Faculty.

ECONOMICS

Students majoring in economics take Economics 103, 109, 119, 120, 203-204 and two of the following: Economics 111, 113, 114. Statistics is recommended. Courses in other fields will be chosen according to the candidate's special interests after consultation with the chairman of the department.

103. INTRODUCTION TO ECONOMICS. A study of the development and characteristics of the modern economic system. An analysis of significant concepts and of the principles influencing production, price determination, consumption and distribution. Three credits. Mr. Pierce.

105. ECONOMICS FOR CONSUMERS. The role of the consumer in modern economic society. Attention is given to the influence of the distribution of national wealth and income, banking, advertising, installment selling, co-operative movement, investments, insurance, and other forces upon consumer behavior. Three credits. 1957-58.

109. MONEY AND BANKING. The growth of the banking system with special attention to the policies and techniques of the Federal Reserve System. Special attention is given to the relation between the policies and operations of the banking system and economic stability. Prerequisite: Economics 103. Three credits. Mr. Pierce. 1956-57.

111. MANPOWER ECONOMICS. A study of the labor supply and its relation to the economy. Particular attention is given to the union movement and labor legislation. Three credits. 1957-58.

113. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits. Mr. Pierce. 1956-57.

114. INTERNATIONAL ECONOMICS. The struggle for raw materials and markets, the use of tariffs and subsidies, the role of foreign exchange control, the influence of commodity and capital movements, and the history of commercial policy. Three credits. Mr. Pierce. 1956-57.

119, 120. HISTORY OF ECONOMIC PHILOSOPHY. The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester. 1957-58.

203-204. TUTORIAL. Three credits each semester. Mr. Pierce.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary, elementary or kindergarten-primary school certification when they satisfactorily complete the specific requirements of that state and the college requirements for the bachelor's degree.

In Pennsylvania, the minimum education requirements for the college provisional certificate for secondary school teaching are eighteen semester hours including Education 181-182, 190, 197 and 199. In addition it is necessary to have completed at least eighteen semester hours in each subject in which the student wishes to be certified to teach. United States history with emphasis on the history of Pennsylvania (History 161) is required for all teachers in the public schools of the state. This requirement is in addition to the other requirements.

Students preparing to teach on the elementary level are required to take Education 181-182, 187-188, 189, 191, 192, 195, 196 and Psychology 103. In addition they must take History 161 (American history with special emphasis on Pennsylvania history) and possess or acquire an elementary skill in piano.

Students preparing to teach in the kindergarten-primary level are required to take Education 181-182, 183-184, 185, 191, 192, 193, 194, and Psychology 103. In addition, they must take History 161 (American history with special emphasis on Pennsylvania history) and possess or acquire an elementary skill in piano.

181-182. THE TEACHING ENTERPRISE. Orientation and introduction to education is provided through a study of the history and philosophy, principles and administration of education on the kindergarten, elementary and secondary levels. The second semester includes materials in the area of educational psychology, such as the relation of principles of growth and development to the learning process, the psychology of classroom management and control, guidance and evaluation. Particular emphasis is given to guided observation in the public schools. Three credits each semester. Miss Fulton.

183-184. GENERAL AND SPECIFIC TEACHING METHODS ON THE KINDERGARTEN-PRIMARY LEVEL. Principles of kindergarten-primary education, curriculum construction, methods and materials including the use of audio-visual aids. It consists of preparation for the teaching of the language arts including reading, writing, speaking and listening, literature, arithmetic, social studies, geography, science, health and play and games. Specialists in various fields are called in as needed. Particular emphasis is given to guided observation in the public schools. Three credits each semester. Miss Zimmerman.

185. GENERAL AND SPECIFIC TEACHING METHODS ON THE KINDERGARTEN-PRIMARY LEVEL. A continuation of the integrated kindergarten-primary methods sequence described in 183-184. Three credits. Miss Zimmerman.

187-188. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. It consists of preparation for the teaching of the language arts including reading, writing, speaking and listening, social studies, literature, arithmetic, geography, science, health, play and games. Particular emphasis is given to guided observation in the public schools. Three credits each semester. Miss Zimmerman.

189. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. A continuation of the integrated elementary methods sequence described in 187-188. Three credits. Miss Zimmerman.

190. GENERAL AND SPECIFIC TEACHING METHODS ON THE SECONDARY LEVEL. Principles of secondary education, curriculum construction, methods and materials including the use of audio-visual aids. The course provides a well-rounded preparation for student teaching in various fields. Particular emphasis is given to guided observation in the public schools. Three credits. Miss Fulton.

191. MUSIC EDUCATION. Aims and objectives, principles, methods and materials in the teaching of music in the kindergarten and primary grades. Guided observations are made in the public schools. Three credits. Mr. Malfatti.

192. ART EDUCATION. Aims and objectives, principles, methods and materials in the teaching of art in the kindergarten and elementary grades. Guided observations are made in the public schools. Three credits. Mr. Storey and Mr. Smith.

193. KINDERGARTEN-PRIMARY OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on the kindergarten-primary level in the public schools under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Nine credits. Miss Zimmerman.

194. SEMINAR FOR KINDERGARTEN-PRIMARY TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Three credits. Miss Zimmerman.

195. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on the elementary level in a public school under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Nine credits. Miss Zimmerman.

196. SEMINAR FOR ELEMENTARY TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Three credits. Miss Zimmerman.

197. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on both the junior and senior high levels in a public school under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Six credits. Miss Fulton.

199. SEMINAR FOR SECONDARY SCHOOL TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Three credits. Miss Fulton.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. Freshman composition is not to be considered a part of the major. The minimum requirement includes English 101A, 111A, 121A and one semester of Advanced Writing or Creative Writing, one semester of Shakespeare, and one semester of Major American Writers.

B1-2. ENGLISH COMPOSITION. See Basic Curriculum, page 48.

101A. LITERARY EXPLORATIONS AND DISCOVERIES. A study of significant works in England, together with Continental influences upon them, from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry, prose, and drama of the Elizabethan Age. Three credits. Miss Eldredge.

103. THE EPIC AND BALLAD. The first part of the course will be devoted to a study of the epic as illustrated by the *Odyssey,* the *Iliad, Beowulf,* the *Volsung Saga,* the *Nibelungenlied,* the *Song of Roland,* the *Eddas,* and the *Kalevala.* The second section will treat the folk ballad, with particular emphasis on the Childe collection. Three credits. 1957-58.

104. CHAUCER. A study of the major Chaucerian works: *Book of the Duchess, The Parliament of Fowls, Troilus and Cresseide,* the *Legend of Good Women, and The Canterbury Tales,* with emphasis on English culture and the changes brought about in it during the early Renaissance. Three credits. Miss McGuire. 1956-57.

105, 106. SHAKESPEARE. In the first semester, a study of the major comedies and historical plays, as well as *Venus and Adonis* and *The Rape of Lucrece.* The second semester offers the major tragedies and the sonnets. Three credits each semester. Mr. Lane and Miss Eldredge.

111A. SPIRIT, REASON, AND ROMANTICISM IN LITERATURE. A study of selected significant works in the development of English literature from the metaphysical poets and Milton through Dryden, Pope, Swift and the Romantic writers. Poetry, prose, and drama of the 17th, 18th, and early 19th centuries will be studied in relation to important social, political and cultural events which they reflect or illustrate or against which they show revolt. Three credits. Mr. Cummins.

113. MILTON AND THE METAPHYSICAL POETS. A study of the lyric and reflective poetry of Donne and his followers, and of the poetry and selected prose of Milton, with emphasis on the interplay of science and religion. Three credits. Miss Eldredge. 1956-57.

115. DEVELOPMENT OF ENGLISH PROSE. 1616-1832. The development of English prose as an artistic medium in essay, play and the novel. Such essayists as Bacon, Sir Thomas Browne, Swift, Addison and Steele, and Johnson will be studied and such novelists as Fielding, Sterne, Smollett, Austen, the Gothic writers and Scott will be examined. Also dramatists Ford, Congreve and Sheridan will be studied. Three credits. Mr. Cummins. 1956-57.

118. THE ROMANTIC WRITERS. A study of the chief writers of the Romantic movement: Blake, Burns, Wordsworth, Coleridge, Keats, Byron and Shelley, with some attention to the prose writers of the period. Three credits. Miss McGuire. 1956-57.

121A. CONFLICT, IDEALISM, AND DISILLUSIONMENT IN LITERATURE. Representative works dealing with the origin and development of prominent intellectual and esthetic movements in English and American literature, and the social, political and cultural events which they reflect. From 1832 to the present. Four credits. Miss McGuire.

122. THE VICTORIAN POETS. A study of the major poets from Tennyson, Browning, and the Pre-Raphaelites to the death of Queen Victoria. Reading and critical analysis, with emphasis on poetic form, imagery, symbolism and personality. Three credits. Miss McGuire. 1956-57.

124. THE NOVEL. 1832-1909. An examination of important English masterpieces in the novel as turning points in the development of the form and as reflections of the age. From Dickens, through the works of such prose artists as the Brontes, Thackeray, Meredith, Eliot, and Hardy. Three credits. 1957-58.

125,126. MAJOR AMERICAN WRITERS. First semester: a study of the major American writers of prose and poetry from Irving and his predecessors through the Transcendentalists to the Civil War. Second semester deals with writers from the Civil War through such writers as Twain, Howells, Crane and James to Hemingway. Three credits each semester. Miss McGuire and Mr. Lane.

128. TWENTIETH CENTURY LITERATURE. A study of the poetry and prose of England and America, examining such poets as Hardy, Yeats, Stevens, Williams and Thomas. A reading of the English prose writers from the Georgians to the present day, and of such American prose writers as are representative of the post-World War I novelists and critics. Three credits. Mr. Lane. 1956-57.

131,132. ADVANCED WRITING. Attention is given to phrasing, connotation, denotation, description and narration. Models from modern writing in characterization and description are used. Three credits each semester. Mr. Zetler.

133,134. CREATIVE WRITING. Various types of original composition, primarily the short story. Analysis of conventional and modernistic types of writing. Three credits each semester. 1957-58.

135. WORKSHOP IN JOURNALISM. News and feature writing, newspaper techniques and practices. Three credits. Mr. Remington. 1956-57.

150. INTRODUCTION TO BIBLIOGRAPHIC METHOD. A study of the sources of bibliographic information and form, with special attention to the compilation of bibliographic lists. Open to juniors only. One credit. 1956-57.

203-204. TUTORIAL. Three credits each semester. English Faculty.

FAMILY LIVING

The college believes that preparing the woman college graduate of today to be an effective homemaker demands knowledge of many academic fields. The college provides a program which includes not only three family living courses but also emphasizes courses which further the interdepartmental major training. The course provides a background for professional work but it is not designed with this intent. The interdepartmental major consists of Family Living 1-2, 3-4, 101-102, and the tutorial, in addition to Biology 112 and one of the following: Economics 105, Psychology 103, Mathematics 2, or Sociology 111.

1-2. TEXTILES AND CLOTHING. A survey of textile fibers and fabrics; historic and contemporary fashions in their relation to style, design, line, color, selection and construction of family clothing. Three lectures per week during the first semester; two lectures and one three-hour laboratory per week during the second semester. Three credits each semester. 1957-58.

3-4. FOODS AND NUTRITION. The principles of nutrition and food preparation for the family. Two lectures and one three-hour laboratory per week. Three credits each semester. Mrs. Greene. 1956-57.

101-102. HOME MANAGEMENT AND FAMILY LIVING SEMINAR AND PRACTICUM. The students will live in Gateway House throughout the year; during the first semester they study family finances, care and use of equipment, study and selection of home furnishings. The second semester students will be responsible for the complete management of the house and will budget, buy for and prepare two meals for three days each week. Three credits each semester. Mrs. Greene.

103. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE (Identical with Psychology 103). The course deals with the various approaches to the development of the individual from childhood through adolescence. Emphasis will be placed on the techniques of adjustment at the various age levels. Three credits. Miss Vincent.

105. ECONOMICS FOR CONSUMERS (Identical with Economics 105). The role of the consumer in modern economic society. Attention is given to the distribution of national wealth and income, banking, advertising, installment selling, co-operative movement, investments, insurance, and other forces upon consumer behavior. Three credits. 1957-58.

111. THE FAMILY (Identical with Sociology 111). The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits. 1957-58.

112. EDUCATION CONCERNING MARRIAGE (Identical with Biology 112). Discussion of the social, physical, psychological, economic, legal, ethical, and spiritual aspects of marriage. Three credits. Mrs. Martin.

203-204. TUTORIAL. Three credits each semester. Mrs. Greene.

FRENCH LANGUAGE AND LITERATURE

Students majoring in French will be expected to take a minimum of thirty hours, including French 103 and six hours devoted to the tutorial. Supporting courses in other departments will be selected in conference with the instructor. French 102 is the prerequisite of all advanced courses.

1-2. THE FRENCH LANGUAGE. The aim of this course is to achieve a reading ability in French of moderate difficulty. The fundamentals of grammar; intensive and extensive reading of French texts dealing with the French people and their culture. Three credits each semester. Mr. McLaren.

3-4. INTERMEDIATE FRENCH. Review of grammar, vocabulary building, reading, conversation and composition. Devised primarily for freshmen who have had two or three years of French and who do not qualify for advanced courses. Three credits each semester. Mrs. Russell.

101-102. SURVEY OF MODERN FRENCH LITERATURE. Review of grammar; intensive and extensive reading of selected works of representative modern French writers. Three credits each semester. Mr. McLaren.

103. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Three credits. 1957-58.

107-108. LITERATURE OF THE 17th CENTURY. The unfolding of the classical school. Corneille, Racine, Moliere, Descartes, Pascal, etc. Three credits each semester. Mrs. Russell. 1956-57.

110. LITERATURE OF THE 18th CENTURY. Development of French liberal thought and the beginning of the romantic movement. Montesquieu, Voltaire, Rousseau, Chateaubriand. Three credits. 1957-58.

111-112. LITERATURE OF THE 19th CENTURY. Literary and social aspects; poetry, drama, novel and criticism. Romanticism, realism, and the symbolists. Three credits each semester. 1957-58.

115-116. LITERATURE OF THE 20th CENTURY. Proust, Gide, Sartre, Claudel, Beckett, and contemporary articles on French culture and literature. Three credits each semester. Mr. McLaren. 1956-57.

203-204. TUTORIAL. Three credits each semester. French Faculty.

GERMAN

Students majoring in German will be expected to take a minimum of thirty hours, including German 103 and six hours devoted to the tutorial. Supporting courses in other departments will be selected in conference with the instructor. German 102 is the prerequisite of all advanced courses.

1-2. THE GERMAN LANGUAGE. The aim of this course is to achieve a reading ability in German of moderate difficulty. The fundamentals of grammar; intensive and extensive reading of German texts dealing with the German people and their culture. Three credits each semester. Mr. Davis.

3-4. INTERMEDIATE GERMAN. Review of grammar, vocabulary building, reading, conversation and composition. Devised primarily for freshmen who have had two or three years of German and who do not qualify for advanced courses. Three credits each semester. 1957-58.

101-102. INTRODUCTION TO MODERN GERMAN LITERATURE. Reading and interpretation of selected works representing the chief trends in German literature of the nineteenth and twentieth centuries. Three credits each semester. Mr. Davis.

S102. SCIENTIFIC GERMAN. Review of grammar, stressing constructions peculiar to scientific literature; building a specialized vocabulary; intensive reading in general science, extensive reading in the student's major field. Three credits.

103. CONVERSATION AND COMPOSITION. Practice in speaking and writing correct idiomatic German. Conversation; oral and written reports; translation. Three credits. Mr. Davis. 1956-57.

105, 106. THE CLASSICAL PERIOD OF GERMAN LITERATURE. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller and Goethe. Three credits each semester. Mr. Davis. 1956-57.

119, 120. INDEPENDENT READING. An extensive study of the works of an individual author or of a major literary movement. May be elected only with permission of the instructor. Three credits each semester. Mr. Davis.

203-204. TUTORIAL. Three credits each semester. Mr. Davis.

GREEK LANGUAGE AND LITERATURE

1-2. ELEMENTARY GREEK. Grammar, composition, Xenophon: selections from the Anabasis or the Memorabilia. Open to all students. Three credits each semester.

3-4. GREEK AND LATIN LITERATURE IN TRANSLATION. Selected works that express life and thought of times when written and that have influenced literature, philosophy and art of later ages. Open to all students. Three credits each semester.

HISTORY

Students majoring in history are required to take a minimum of four year-courses in the department (including the History of Western Civilization) plus the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval history, and Modern European History. Those students who are exempted from the History of Western Civilization as a requirement for the basic curriculum substitute another year course in history to complete the major.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended.

B1-2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 47.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Origins of civilization in the Ancient Orient, followed by a survey of political, economic and cultural developments among the Greeks. Three credits. 1957-58.

102. HISTORY OF ROME TO 476 A.D. The rise and decline of Rome as a world power, economic and social problems, and cultural developments in the Roman state. Three credits. 1957-58.

111. HISTORY OF THE EARLIER MIDDLE AGES, FIFTH THROUGH ELEVENTH CENTURIES. Movement of the people and spread of their cultures from the time of the Germanic migrations through the First Crusade; development in political, legal and economic institutions; the Christian Church and its influences; learning, literature and the arts of the period. Three credits each semester. Miss Dysart. 1956-57.

112. HISTORY OF THE LATER MIDDLE AGES, TWELFTH THROUGH FIFTEENTH CENTURIES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflict between church and state; learning, literature and art of the period. Three credits. Miss Dysart. 1956-57.

113. HISTORY OF EUROPE FROM 1500 to 1713. A survey of developments in Europe from the Age of Reformation to the Peace of Utrecht. The course includes political, religious, economic and social as well as intellectual developments. Three credits. Mr. Borsody. 1956-57.

114. HISTORY OF EUROPE FROM 1713 to 1815. A survey of the Age of Enlightenment, the rise of Prussia and Russia, the French Revolution and the Napoleonic period. Three credits. Mr. Borsody. 1956-57.

121. HISTORY OF EUROPE FROM 1815 to 1870. The political, social and cultural history of Europe from the Congress of Vienna to 1870. Three credits. 1957-58.

122. HISTORY OF EUROPE FROM 1870 TO THE PRESENT. Political and social reform; cultural, scientific and economic movements; the expansion of Europe; the two World Wars and events following to the present time. Three credits. 1957-58.

131. HISTORY OF EARLY MODERN ENGLAND. The political, social, intellectual and economic history of England during the sixteenth, seventeenth, and eighteenth centuries, with special attention to the developments of empire and commonwealth. Three credits. 1957-58.

132. HISTORY OF MODERN ENGLAND AND THE COMMONWEALTH. The political, social, intellectual and economic history of England during the eighteenth, nineteenth and twentieth centuries with special attention to the developments of empire and commonwealth. Three credits. 1957-58.

151. HISTORY OF CZARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits. 1957-58.

152. HISTORY OF SOVIET RUSSIA. The crisis of Czarist Russia, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits. 1957-58.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits. Mr. Andrews.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits. Mr. Andrews.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science and the arts. Three credits. Mr. Andrews. 1956-57.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865 giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits. Mr. Andrews. 1956-57.

202. JUNIOR TUTORIAL. Techniques of historical investigation and research. Background and preliminary training for the work of the Senior Tutorial. Two credits. History Faculty.

203-204. TUTORIAL. Two credits each semester. History Faculty.

LATIN LANGUAGE AND LITERATURE

For the present, no courses in Latin beyond 1-2 will be offered unless a sufficient number of students desire them.

1-2. CICERO, OVID, LIVY, HORACE. Cicero: selections from the letters, *De Amicitia,* or *De Senectute;* or Ovid: *Metamorphoses.* Livy: selections from books I, XXI. Horace: *Odes* and *Epodes.* Open to students who present three or four units of Latin. Three credits each semester.

MATHEMATICS

Students majoring in mathematics will be expected to take the following courses: Mathematics 5, 6, 101, 102, twelve hours from 103, 104, 105, 106, 108, and the tutorial.

5. COLLEGE ALGEBRA AND TRIGONOMETRY. A unified course in the essentials of the two subjects. Prerequisite: one and one-half years of high school algebra. Three credits. Mr. Laush.

6. ANALYTICAL GEOMETRY. Prerequisite Mathematics 5. Three credits. Mr. Laush.

10. ELEMENTARY STATISTICS (Identical with Psychology 105). Three credits. Mr. Foltin.

101, 102. DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite: Mathematics 6. Three credits each semester. Mr. Bryson.

103. ADVANCED DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite: Mathematics 102. Three credits. 1957-58.

104. DIFFERENTIAL EQUATIONS. Prerequisite: Mathematics 103. Three credits. 1957-58.

105. THEORY OF EQUATIONS AND DETERMINANTS. Prerequisite: Mathematics 5. Three credits. 1957-58.

106. FUNDAMENTAL CONCEPTS OF MATHEMATICS. Logic and its application to the fundamental concepts of algebra and geometry. Prerequisite: Mathematics 102. Three credits. 1957-58.

108. PROJECTIVE GEOMETRY. A study of pure projective geometry in the plane. Prerequisite: Mathematics 102. Three credits. 1957-58.

203-204. TUTORIAL. Three credits each semester. Mathematics Faculty.

MUSIC

MINIMUM REQUIREMENTS FOR MUSIC MAJORS

VOICE	PIANO, ORGAN, ORCHESTRAL INSTRUMENTS	THEORY OF MUSIC AND COMPOSITION
14 hours vocal instruction	16 hours of applied music	Minimum of 8 hours of applied music
2 hours piano	18 hours language of music	24 hours language of music
18 hours language of music	6 hours history of music	6 hours history of music
6 hours history of music		
2 years membership in chapel choir or college chorus		

Applied music involves a minimum of one hour instruction per week. In addition to the above, all music majors fulfill the tutorial requirements.

For non-music majors a maximum of eight semester hours credit in applied music will be granted upon successful completion of the Arts B1-2 and B101-102.

Applied Music Fees are listed on page 101.

THE LANGUAGE OF MUSIC

This sequence of courses is planned to give students musical comprehension and enjoyment based on the hearing and discussion of the evolution of the art.

The practices and procedures of music will be heard and discussed as an emotional language of melody, harmony, counterpoint, form, and orchestration leading to the experience of hearing music in its own terms.

1-2. MATERIALS OF MUSIC I. A course designed to familiarize the student with elementary materials, techniques and abilities involved in the study and practice of music. Three credits each semester. Mr. Taylor.

101-102. MATERIALS OF MUSIC II. A working knowledge of the essentials of common practice, harmony and contrapuntal movement in music. Three credits each semester. Mr. Taylor.

111-112. MATERIALS OF MUSIC III. A study on an advanced level of significant musical expression with emphasis on formal organization through analysis and practice. Three credits each semester. Mr. Taylor.

121-122. MATERIALS OF MUSIC IV. Special work, of advanced nature, on a group or individual basis may be arranged with a member of the department. Hours and credits to be arranged. Mr. Taylor.

131-132. ADVANCED COMPOSITION AND ORCHESTRATION. Prerequisite: Materials 121-122 or consent of instructor. Three credits each semester. 1957-58.

MUSIC HISTORY AND LITERATURE

3-4. MUSIC LITERATURE. Music's place in the growth of civilization, with stress on both the appreciative and historical aspects of the art; the art of intelligent listening; the development of the chief forms and instruments of musical expression; an introduction to a substantial body of music. Three credits each semester. Mr. Wichmann.

103. PRE-BACH MUSIC. A critical study of the history of music up to the early eighteenth century: the part music played in Greek culture; the music of the early Christian Church; the polyphony of the Middle Ages, culminating in the great achievements of the sixteenth century and the development of instrumental music up to Bach. Three credits. 1957-58.

104. CONTEMPORARY MUSIC. A study of the more important recent trends, American as well as European, beginning with the late nineteenth century nationalism and the diffusion of Romanticism. Relationship with concurrent political, industrial and social movements, as well as contributions in other fields of art are stressed. Three credits. 1957-58.

MUSIC 114. MUSIC IN THE AMERICAS. The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits. Mr. Taylor. 1956-57.

MUSIC 115. DEVELOPMENT OF OPERA. An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theatre in Europe and America. Three credits. Mr. Wichmann. 1956-57.

203-204. TUTORIAL. Three credits each semester. Music Faculty.

APPLIED MUSIC

Credit for applied music is based on an examination at the end of each semester. In order to secure two semester credits in applied music, a student must take one hour (or two half-hour) lessons per week, accompanied by a minimum of six hours practice per week. One semester hour of credit is given for a half-hour lesson plus six hours practice per week. The full amount of credit is given by the instructor only when the student gives clear evidence of having practiced the prescribed number of hours.

17-18. APPLIED MUSIC. (Individual instruction).

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles. Mrs. Harris and Miss Welker.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire and the practical aspects of service playing. Mr. Wichmann.

VOICE I, II, III, IV. The technique of singing, interpretation and a knowledge of representative song literature. Mr. Malfatti.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral and chamber music of all schools. Mr. Stolarevsky.

VIOLA I, II, III, IV. Fundamental principles of technique, style and interpretation. Mr. Stolarevsky.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with artist teachers.

162. OPERA WORKSHOP. Winter Session. One credit. For description see page 141.

172. OPERA WORKSHOP. Summer Session. Three credits. For description see page 141.

ENSEMBLE

All Ensemble courses are open to the general student body as well as to music majors.

5, 6. UPPER CLASS CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. ½ credit each semester. Mr. Wichmann.

5a, 6a. FRESHMAN CHORUS. Significant choral experience limited to sacred music. Weekly chapel performances plus two rehearsals a week. ½ credit each semester. Mr. Malfatti.

7-8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. ½ credit each semester. Mr. Stolarevsky.

9-10. SINFONIETTA. A study of the literature for chamber and symphony orchestra. ½ credit each semester. Mr. Stolarevsky.

PHILOSOPHY

Students majoring in philosophy will be expected to take a total of thirty semester hours of courses in Philosophy and Religion including Philosophy of Life, Philosophy 101 and Philosophy 102, the tutorial and not less than three, nor more than six hours of courses in Religion.

B151-152. PHILOSOPHY OF LIFE. Mr. Bugbee. See Basic Curriculum, page 48.

101. HISTORY OF PHILOSOPHY. Ancient and Medieval. A study of philosophical thought in the western world to 1600. Three credits. Mr. Harder. 1956-57.

102. HISTORY OF PHILOSOPHY. Modern. A study of philosophical thought in the western world since 1600. Three credits. Mr. Harder. 1956-57.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits. 1957-58.

104. ETHICS. An examination of various types of ethical theory together with discussions of characteristic modern ethical problems. Three credits. 1957-58.

105. SOCIAL PHILOSOPHY. A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits. Mr. Harder. 1956-57.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits. Mr. Parker. 1956-57.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as revealed in works of Emerson, Thoreau, Royce, James, Dewey, and Hocking. Three credits. 1957-58.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits. 1957-58.

203-204. TUTORIAL. Three credits each semester. Philosophy Faculty.

PHYSICAL EDUCATION

All students are required to fulfill four semesters of work in physical education by the end of the sophomore year. One full credit must be taken in each of the following areas: team sports, individual sports, aquatics, dance. If a student possesses a high degree of skill in any area, however, she may exempt that area and elect a course in another area in which she is less skilled.

Restricted physical education students are required to have a statement and medical record which must be submitted by the student's doctor to the College Health Service when the student enrolls at Chatham. These students are placed in classes which seem best to meet their individual needs.

Each student enrolled in a sports or dance class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the Purple Seal. Swimming suits, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the college.

Specific course offerings for each area are as follows:

B1. INDIVIDUAL SPORTS. Each course is of eight weeks' duration and carries ½ credit. Miss Tanton and Miss Ver Kruzen.

11—Archery
13—Badminton
15—Bowling
16—Fencing
18—Golf
20—Horseback Riding
22—Tennis

B2. TEAM SPORTS. Each course is of eight weeks' duration and carries ½ credit. Miss Tanton and Miss Ver Kruzen.

31—Basketball
33—Hockey
35—Softball
37—Volleyball
39—Officiating

B3. DANCE. Each course is of one semester's duration and carries one credit. Miss Kanrich.

41—Folk Dance
44—Modern Dance (Beginning)
45—Modern Dance (Intermediate)
46—Modern Dance (Advanced)
47—Social Dance
49—Tap Dance

B4. AQUATICS. Each course is of one semester's duration and carries one credit. Miss Tanton and Miss Ver Kruzen.

51—Swimming (Beginning)
52—Swimming (Intermediate)
53—Swimming (Advanced)
54—Life Saving (Red Cross Senior)
55—Water Safety (Red Cross Instruction)

Facilities and equipment are provided by the college for recreational purposes in all activities taught in the curriculum except golf and horseback riding.

The Athletic Association, of which every student is automatically a member, sponsors intercollegiate, inter-class, and inter-dormitory tournaments in all sports and aquatics.

PHYSICS

B1. PHYSICS. See Basic Curriculum, page 46.

2. PHYSICS. A study of the elementary theory and application of electricity, magnetism and light. Three recitations and one two-hour laboratory period per week. Prerequisite: Physics B1. Four credits. Mr. Markle.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues and the tutorial.

103. INTRODUCTION TO GOVERNMENT AND POLITICS. A course designed to offer certain basic tools which will enable students to analyze and appreciate the forces and factors which operate behind the political institutions of democratic nations. Three credits. 1957-58.

104. AMERICAN GOVERNMENT. A study of American government—national, state and local. Three credits. Mr. Zasloff.

111. INTERNATIONAL RELATIONS. A course attempting to trace the development and nature of international organizations through the study of the factors, such as historic, current economic, political and ideological problems, which influence the relations among nations. Three credits. 1957-58.

112. UNITED STATES FOREIGN POLICY. A study of the factors influencing American foreign policies as well as a study of the technique and development of American diplomacy. Three credits. Mr. Liem. 1957-58.

113. POLITICAL THEORY. Reading and discussion of the ideas of certain masters of political thought, with special emphasis on the writings of Plato, Aristotle, St. Thomas Aquinas, Machiavelli, Locke and Marx. Three credits. 1957-58.

115, 116. PROCESS AND PRACTICE OF POLITICS. A study of political parties and pressure groups—their organization, functioning and impact upon public policy formation—and the legislative process. Special attention to empirical studies of political behavior. Field work in political campaigns in fall semester. Three credits each semester. Mr. Keefe.

125, 126. COMPARATIVE GOVERNMENT. A comparative analysis of the rise, organization and functions of the governments of the principal countries of the world. Not open to freshmen. Three credits each semester. Mr. Liem. 1956-57.

131. POLITICAL SCIENCE SEMINAR. This course offers opportunity for relatively independent and intensive investigation in any of the

various areas of political science. Special problems, independent reading or investigation to meet individual interests. Three credits. Mr. Keefe. 1956-57.

203-204. TUTORIAL. Three credits each semester. Political Science Faculty.

PSYCHOLOGY

Students majoring in psychology are expected to take a total of thirty semester hours in psychology, including the tutorial.

101. GENERAL PSYCHOLOGY. A general introduction to the scientific study and understanding of human behavior. Emphasis will be given to those topics which are not covered in the course, Human Development and Behavior. Three credits. Mr. Foltin and Mr. Karpf.

102. EXPERIMENTAL PSYCHOLOGY. An introduction to research techniques utilized in psychology. Experiments in the various areas of general psychology will be performed by the student. May be elected only with permission of the instructor. Prerequisite: Psychology 101. Three credits. Mr. Foltin.

103. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE. Psychological growth and development from birth to adulthood as it is affected by physical and sociological as well as psychological factors. Special attention is given to the application of principles and facts to practical situations in home, school and community. Not open to freshmen unless they have exempted H.D. & B.B2. Three credits. Miss Vincent.

105. ELEMENTARY STATISTICS. Prerequisite: one and one-half years of high school algebra or permission from the instructor. Three credits. Mr. Foltin.

106. APPLIED PSYCHOLOGY. A course showing the various applications of psychological knowledge to the fields of human endeavor. Prerequisite: Psychology 101 or consent of instructor. Three credits. Mr. Foltin. 1956-57.

111. SOCIAL PSYCHOLOGY. A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology 101, Sociology 103 or consent of instructor. Three credits. Mr. Karpf. 1956-57.

113. METHODS OF PERSONALITY ANALYSIS. A study of psychological tests and measurements and an introduction to projective techniques and the interview. Prerequisite: Psychology 101. May be elected only with permission of the instructor. Three credits. 1957-58.

120. ABNORMAL PSYCHOLOGY. A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Restricted to juniors and seniors. Prerequisite: Psychology 101. May be elected only with permission of the instructor. Three credits. 1957-58.

151. SYSTEMS OF PSYCHOLOGY. This seminar deals with the history and contemporary theories of psychology. It includes readings in recently published papers insofar as they show current trends. Prerequisite: Psychology 101 and 102. Three credits. Miss Vincent. 1956-57.

203-204. TUTORIAL. Three credits each semester. Psychology Faculty.

RELIGION

1. INTRODUCTION TO THE OLD TESTAMENT. A history of the Hebrew people from Moses to the Maccabees with particular attention to the development of Jewish literature and religion. Two credits. Mr. Parker. 1956-57.

2. INTRODUCTION TO THE NEW TESTAMENT. A study of the early Christian community and the literature and religious thought which it produced. Two credits. Mr. Parker. 1956-57.

3. READINGS IN THE OLD TESTAMENT. A study of the selected classics from the Old Testament, e.g., Jeremiah, Job, the Psalms, Proverbs. Two credits. 1957-58.

4. THE LIFE AND TEACHINGS OF JESUS. The mission and message of Jesus as recorded in the four gospels. Two credits. 1957-58.

111. RELIGION IN WESTERN CULTURE. Judaism in the Christian Era, and the development of Christian thought and practice. Prerequisite: Religion 1 or 3 plus Religion 2 or 4, or by consent of the instructor. Three credits. 1957-58.

113. RELIGIONS OF THE EAST. Hinduism, Buddhism, Taoism, Confucianism, and Islam. Three credits. Mr. Bugbee. 1956-57.

SECRETARIAL STUDIES

101-102. TYPEWRITING. Instruction given in the technique of operating the typewriter and in the development of speed and accuracy. Arrangement of business letters, tabulations, manuscript, office forms and mimeographing. Courses open to students desiring to prepare for secretarial work using their liberal arts training as a background and also to those desiring a working knowledge of typewriting for personal needs. Meets three times a week. No credit. Miss Rasdorf.

105-106. SHORTHAND. A thorough study of the principles of Gregg shorthand and the development of a basic shorthand vocabulary with emphasis, in the second semester, on dictation and transcription. Meets three hours a week. Three credits each semester. Miss Rasdorf.

109-110. SECRETARIAL PRACTICE. Emphasis on obtaining speed and accuracy in dictation and transcription. Prerequisite: Secretarial Studies 101-2 and 105-6 or their equivalent. No credit. Miss Rasdorf.

SOCIOLOGY

Students are expected to complete Modern Society before enrolling in Sociology 103, if possible. In addition to Modern Society, 24 hours of sociology are required for a major including Sociology 103, 106, 113 and the tutorial. Students are also required to take Statistics (Mathematics 10) preferably in their sophomore or junior year in order to handle statistical materials in their tutorial.

Majors are also requested to take Economics 103 and Political Science 103 (or 104) or Psychology 101.

Sociology 103 is a prerequisite for all other courses in Sociology. Courses 103 and 106 are open to sophomores. Other courses are open only to juniors and seniors except by permission of the instructor.

103. ELEMENTS OF SOCIOLOGY. Social origins and development; basic characteristics of group life and social organization including the concept of social structure; class, caste, race; community ecological aspects and institutions. Three credits. Miss Elliott.

106. SOCIAL DISORGANIZATION. An application of sociological principles to the problems of personal, family, community and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism and war. Field trips and special seminars in social problems selected for study. Three credits. Miss Elliott.

108. URBAN COMMUNITY. The characteristic patterning of the contemporary urban community through the world and especially in the U.S. An attempt to understand its present status and problems will be made through an analysis of causative factors of an ecological, cultural, economic and political nature. An analysis of the units of community organization. First hand experience with aspects of urban society will be gained through field trips and through field research. Three credits. 1957-58.

111. THE FAMILY. The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits. 1957-58.

113. CULTURAL ANTHROPOLOGY. A study of non-literate societies and cultures. The concept of culture, biological and geographical facts, and its evolution. Factors in culture change. Units in social organizations, e.g., status and role, the family, clan, local, group and state. Case analysis of specific cultures. Three credits. 1957-58.

115. COLLECTIVE BEHAVIOR. The study of group phenomena as evidenced in formal and non-formal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revival, political movements, revolutions. Three credits. Miss Elliott. 1956-57.

116. INDUSTRIAL SOCIOLOGY. A sociological analysis of historical and contemporary aspects of industrial institutions. Informal and formal organization of labor and management personnel. Work incentives. Reactions to technological innovations. Unemployment in relation to industry. The integration of industrial with other institutions. Three credits. 1957-58.

118. JUVENILE DELINQUENCY. The nature and extent of juvenile delinquency. Changing legal definitions and modifications in social treatment. An examination of the large body of research data as to the background of delinquents and their subsequent adjustment. Clinical and institutional treatment, and probation work. Preventive projects in delinquency. Field trips. Three credits. Miss Elliott. 1956-57.

119. RACIAL AND ETHNIC GROUPS. An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. This course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups and their cultural impact on our national life. Three credits. 1957-58.

120. CRIMINOLOGY. The evolution of social and legal definitions of crime. Criminal statistics. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction and treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Three credits. Miss Elliott. 1956-57.

130. ADVANCED SOCIAL THEORY. A historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors, but ordinarily this course should be taken in the senior year. Three credits. Miss Elliott. 1956-57.

131-132. SOCIOLOGY SEMINAR. Credit to be arranged. 1957-58.

203-204. TUTORIAL. Three credits each semester. Sociology Faculty.

SPANISH

Students majoring in Spanish will be expected to take a minimum of thirty hours, including Spanish 103, and six hours devoted to the tutorial. Supporting courses in other departments will be selected in conference with the instructor. Spanish 102 or its equivalent is the prerequisite of all advanced courses.

1-2. THE SPANISH LANGUAGE. The aim of this course is to achieve reading ability in Spanish of moderate difficulty. The fundamentals of grammar; intensive and extensive reading of texts dealing with the Hispanic people and their culture. Three credits each semester. Mr. Cardona.

3-4. INTERMEDIATE SPANISH. Review of grammar, vocabulary building, reading, conversation and composition. Devised primarily for freshmen who have had two or three years of Spanish and who do not qualify for advanced courses. Three credits each semester. Mrs. Redick.

101-102. INTRODUCTION TO MODERN SPANISH LITERATURE. Reading and interpretation of selected works representing the chief trends in Spanish literature of the nineteenth and twentieth centuries. Three credits each semester. Mr. Cardona.

103. CONVERSATION AND COMPOSITION. Language of daily life emphasized. Reading from Spanish newspapers and magazines. Free composition, oral reports, letter writing. Three credits. Mrs. Redick.

104. CONTEMPORARY SPANISH LITERATURE. An introduction to Spanish thought and literature of the twentieth century. Ganivet, Ortega y Gasset, Unamuno, Lorca, Machado, Guillen, etc. Three credits. Mrs. Redick.

109, 110. THE LITERATURE OF SPANISH AMERICA. Survey of cultural and social aspects; poetry, essays, novel, drama. Three credits each semester. Mr. Cardona. 1956-57.

115. SPANISH DRAMA. A survey of Spanish Drama beginning with the classical period. Lope de Vega, Ruiz de Alarcon, Moratin, Gutierrez, Echegaray, Benevente. Three credits. 1957-58.

116. CERVANTES. His times, life and works. *La Galatea, Don Quixote, Las Novelas Ejemplares.* Three credits. 1957-58.

119, 120. INDEPENDENT READING. Independent study of individual authors and of important literary movements. May be elected only with permission of the instructor. Three credits each semester. Mr. Cardona.

203-204. TUTORIAL. Three credits each semester. Spanish Faculty.

COLLEGE PROCEDURES

Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among the candidates for admission those who can successfully carry college work and who are particularly fitted for the Chatham program of learning. The college wants students geographically well distributed, representing a cross-section of individuals of quite different talents—literary, philosophical, musical, scientific, and artistic.

The factors taken into consideration in the admission of students are quality of preparation, amount of preparation, endorsement of the secondary school principal, demonstration of a well-defined purpose, enthusiasm for learning, and capacity for further development.

Ultimately the total fitness of the student for college work will determine the college selection.

In order to help establish this fitness, applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. It is preferred that this test be taken in January of the senior year in secondary school. The student may consult her Guidance Counselor or write to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, to make the necessary arrangements. Candidates whose academic performance is considered by the college to be in any sense questionable will be required to take, in addition to the Scholastic Aptitude Test, three of the College Board Achievement Tests, preferably in March, or other tests prescribed by the college.

Students who wish to enter college should, in general, take the college preparatory course in secondary school. Emphasis should be placed upon English, history, science, mathematics, and foreign languages.

Adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of preparation in each subject. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is interested in science, she should take more than one unit of science in secondary school plus two or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as a modern language.

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions (Mrs. Nora Harlan), Chatham College, Woodland Road, Pittsburgh 32, Pennsylvania, for an application blank.

2. Complete and return this application blank to the Admissions Office. A fee of ten dollars, which takes care of processing and is not refundable, must be enclosed. A recent photograph must accompany the application.

3. A personal interview with all applicants is desired at the college whenever possible. If a student cannot come to the college, an interview may be arranged with the Director or with one of the Assistant Directors of Admissions.

The College will send for the secondary school record, the recommendations of the principal and of faculty members

best qualified to judge the applicant's ability. The applicant's credentials will be presented to the Admissions Committee for its decision.

Early application is advisable in order to ensure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

The office of the Director of Admissions is open from 9 a.m. to 5 p.m., Monday through Friday; on Saturday, from 9 a.m. to 12 noon. Prospective students and their families are cordially invited to visit the college. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a guide, *visitors are urged to make an appointment in advance with the Director of Admissions.* This is especially necessary if arriving on weekends as the schedule is particularly heavy at that time.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Courses in which the final grade is C, or better, are transferable.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form to be secured from the Director of Admissions, Chatham College.

2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham College, and indicating the major subject.

3. Have the college last attended send an official transcript of the work taken there up to the time of making application.

4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.

5. At the close of the semester when entrance is desired, have the college from which the student is transferring send: (a) A final transcript of record.
(b) A statement of honorable dismissal.

ADMISSION OF NON-DEGREE STUDENTS

Mature students who are not candidates for degrees may be admitted to classes for which their training and experience have qualified them. Such students may make arrangements for entrance by personal interview with a member of the Dean's office. These students are subject to the same requirements governing courses as other students if they desire course credit.

Such a student may petition the college to become a regular student. If she is accepted, a year's work of not less than twelve hours a semester is required on senior level before this student can become a candidate for a degree.

Academic Procedures

GRADES

The letters A, B, C, D, F, and E and I are used to designate the quality of performance. A shows distinguished performance; B indicates superior work; C specifies generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance was too unsatisfactory to fulfill minimum requirements of the course.

The grade of E indicates that a re-examination is to be permitted. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. Neither of these two grades may be given without the approval of the Registrar in consultation with the Dean. Failure to remove the grade of E or I by the end of the first six weeks of the following semester automatically results in failure in the course.

ACADEMIC CREDIT

Courses are valued at ½, 1, 2, 3, or 4 hours of academic credit, as stated in the catalog description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which involve laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation constitute an average academic load.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four; B, three; C, two; D, one.

The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit.

ACADEMIC STANDING

Academic standing refers to the quality of work completed. A student's over-all average is obtained by dividing the sum of all quality points by the sum of all hours carried. The progress of each student is reviewed by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar makes a report of grades and credit hours earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, upon the completion of the first seven weeks of the first semester, a report of grades earned is sent to each student; duplicates of these latter reports are sent to the parents or guardians of freshmen and sophomores only.

ATTENDANCE AT CLASSES

Every student is expected to attend all scheduled meetings of her classes. Full participation in the work of the class implies that the student has full responsibility for class attendance, for completing her work on schedule, and for making up work missed because of absence.

The Dean sends the faculty notices of student excuses only in the following cases: (1) Those who officially represent the college; (2) Those who have a death in the immediate family.

The college nurse sends to the faculty a record of students' illnesses to assist faculty in accurate evaluation of absences.

No absences will be permitted on the day immediately preceding or immediately following the Thanksgiving, Christmas, Mid-Year, or Spring holidays.

FINAL EXAMINATIONS

All courses except writing courses, studio courses, or similar categories specifically exempted by the Dean are required to have a written examination at the end of each semester.

Unexcused absence from an examination is counted as failure in the examination. Absence from an examination is excused only for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations in the spring or in the fall. The student is charged a fee of five dollars for each late examination.

COURSE REGISTRATION

Election of courses for the following year is scheduled for the middle of April. Courses may be entered through the first two weeks of any semester on recommendation of the faculty adviser and the individual instructor concerned; no course may be entered after this time. Courses may be dropped through the first six weeks of each semester without incurring an academic penalty, with the exception of eight-week physical education courses. These must be dropped by the end of the third week of classes. If a course is dropped after the time indicated above, unless the reason is illness, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only through the Dean's Office. Requests for exception may be filed by the student with the Registrar. In cases of serious illness or other emergency, the student must consult with the Dean.

SUMMER STUDY

Students wishing to transfer to Chatham College credit for summer study must have in advance the approval of the Committee on Academic Standing for both the courses and the institution where such courses are to be taken. Summer school work must be registered with the Registrar by June 1. Credit is transferable if the work is of acceptable grade, not lower than C.

JUNIOR YEAR ABROAD

Sophomores are permitted to apply for admission to one of the various junior year abroad programs. Applicants must have a superior academic record and must give evidence of strong preparation in the language of the country concerned. Students interested in this program should consult the Dean.

SEMESTER IN WASHINGTON

Students with a strong background in political science and proved ability to do independent study are eligible for a semester in residence at American University, Washington, D.C. The Washington program enables superior junior students to meet the nation's political and governmental leaders, to see the scope of lawmaking operations and to study political parties in action. An individual research project is in-

cluded. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

TRANSCRIPTS

Graduates and students in good standing who withdraw before graduation are entitled to one complete statement of their college record without charge. A charge of one dollar will be made for each additional transcript.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean when a student withdraws voluntarily from college. The official date of withdrawal is the date on which the authorization of withdrawal is received.

DISMISSALS

The college reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or whose continuance in college would be detrimental to her health or to the health of others or whose conduct is not satisfactory. Students of the latter group may be asked to withdraw even though no specific charge may be made against them.

PROBATION

Probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The college believes that students on probation should realize that their level of achievement is inadequate or in danger of failing to meet col-

lege graduation requirements. With proper application of time, energy, and abilities, students may improve their academic status. The following stipulation, therefore, has been established to provide a framework within which more time and emphasis may be given to academic work: Students may not take any major part in extracurricular activities during the period of probation. This includes major offices, play roles, or special activity projects of any kind, and participation in many time-consuming activities.

The Committee on Academic Standing may place a student on academic probation at any time during the year. A student may be removed from probationary status at the discretion of the Committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study required of a freshman is four years. All students must be in residence for the senior year.

Financial Procedures

CHARGES AND EXPENSES

Since the college catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1956-57.

FEES

Application for admission ..... $ 10.00

In cases in which a student is carrying six hours or less, the application fee is $5.00. The application fee is not refundable (see page 90) and is not credited on any college bill.

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition*	$ 800.00
Student Activities Fee	36.00
	$ 836.00

*The comprehensive tuition fee includes all the various charges for courses in laboratory sciences, physical education, practice teaching, applied art, stenography, typing, health fees, library fees, use of radio and practice rooms, graduation fees, etc. No additional fees will be charged except for private lessons in music (see departmental fees, page 101) and such penalty charges as the $5 late registration fee, special examination fees, and excess breakage in laboratory courses.

PAYABLE:

Upon acceptance	$100.00
On or before opening of the college in September	411.00
On or before January 15	325.00
	$836.00

Non-degree students will be charged at the rate of $27.50 for each semester hour scheduled.

RESIDENT STUDENTS

Charges for resident students for the year:

Comprehensive Tuition (see footnote, preceding page)	$800.00
Board and Room	900.00
Student Activities Fee	36.00
	$1736.00

PAYABLE:

Upon acceptance	$100.00
On or before opening of college in September	911.00
On or before January 15	725.00
	$1736.00

The advance payment of $100.00 for returning non-resident students must be paid by July 1. An advance payment of $25.00 for returning resident students must be paid by April 15, and an additional $75.00 by July 1. These advance payments ordinarily are not refundable.

The Student Activities fee has been established by the Student Government Association and entitles each student to a copy of the yearbook, the issues of the student paper, the literary magazine; admittance to the Christmas prom, the Junior prom, college plays and concerts. It also covers the Student Government Association membership fee and that of the Athletic Association.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week $90.00

One half-hour lesson per week $45.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department.

MEDICAL EXPENSES

The college has arranged with the Continental Casualty Company for group health and accident insurance. This is a voluntary expense, but the program is so comprehensive that it has the college's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent.

Fees: $20 for the academic year

$26.70 for twelve months

Provision for seven days of infirmary rest and care are included in the student's tuition. For additional days in the infirmary, there is a charge of $1.50 a day. A charge is made for medicine if a special prescription is required. The College Physician charges the student for his services and the college bills the student. See Health Services, page 141.

CARE OF PROPERTY

Damage to, or loss of, college property will be charged to the student who is responsible.

A student will be expected to keep her room with a reasonable degree of respectability and cleanliness. In case this is not done, and after the student has been duly warned, the college will assign a maintenance person to clean her room and will make a charge of $5.00.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the college. Students may not be admitted to final examination until all financial obligations pertaining to that semester have been met in full.

A student may be graduated, receive honorable dismissal, semester grades or a transcript of her college work only after all accounts with the college have been settled.

Charges for students entering college the second semester will be one-half the stated rates for the college year. In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Textbooks and students' supplies may be purchased in the book store.

CHATHAM BUDGET PLAN

The Bursar of the college is in charge of the Chatham Budget Plan.

Upon request, the Bursar will send necessary forms for the Budget Plan. Requests should be made and forms completed prior to registration.

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. Chatham is happy to offer this convenience through the Peoples First National Bank and Trust Company. This arrangement may be used to take care of the expenses of either, or both, semesters and includes a charge of 3%.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or any other reason.

The date of withdrawal is the date on which the Dean is informed of the fact, in writing, by the parent or guardian.

SCHOLARSHIP REQUIREMENTS

Scholarships are available to freshmen and upperclassmen who have maintained a high academic standing and who can show evidence of financial need.

To qualify for a scholarship, an applicant living outside of Allegheny County will be required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board.

Scholarship applicants living in Allegheny County may do one of the following:

1. Take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board.
2. Take the Chatham scholarship examination to be given on the campus.
3. Qualify in the Award Group of the Exceptionally Able Youth Examination administered by the Civic Club of Allegheny County.

Freshmen applicants for scholarship aid should complete the admission and scholarship forms and return them with a ten dollar application fee and photograph to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of a large group of colleges for the handling of confidential statements from parents in support of application for financial aid. This form is sent to the applicant only after she has filed an application for admission and scholarship to Chatham College. The criteria used to determine eligibility for assistance are the following:

financial need
academic scholarship
character
contribution to the college community

SCHOLARSHIPS FOR FRESHMEN

Scholarships available for entering freshmen are awarded on the basis of examination, secondary school record and personal qualifications of the candidate. The scholarships range in value from $125 to $900 per year depending on financial need and academic standing.

Applications for freshmen scholarships should be sent to the Director of Admissions.

SCHOLARSHIPS FOR UPPER CLASSMEN

Students must reapply each year for all scholarships. All applications are reviewed by the Committee on Financial Aid. Applications for sophomores, juniors, and seniors are obtainable from the Registrar in January of each year.

A number of endowed scholarships and scholarships contributed by individuals and groups are open to outstanding students of the three upper classes. The scholarships are awarded on the above-mentioned criteria. (See name scholarships.)

STUDENT SERVICE SCHOLARSHIPS

Service scholarships are available to qualified students from any of the four classes in the college. The amounts range from $140 for approximately six hours of work per week to $415 for approximately fifteen hours of work per week. Service Scholarships are awarded in conjunction with academic scholarships. These scholarships are renewed each year upon reapplication by the student if she maintains the required academic average and has fulfilled her service responsibilities.

NAME SCHOLARSHIPS

The following scholarships are awarded to upperclassmen subject to the approval of the Committee on Financial Aid.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, President of the College from 1878 to 1894.

THE MARY HAWES NEVIN SCHOLARSHIP fulfills a wish expressed by the late Mary Hawes Nevin, an alumna of the class of 1896, for a yearly scholarship bearing her name.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the college.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the college from 1906 to 1922.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the college from 1901 to 1921.

THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, principal of Dilworth Hall from 1887 to 1917.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of Chatham College in the class of 1913.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for a scholarship each year.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the Foundation annually to the college for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE MARY ACHESON SPENCER SCHOLARSHIP, established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

THE CORA INGHAM BALDWIN SCHOLARSHIP was established in 1953 by the Alumnae Association and friends of Mrs. Baldwin, class of 1932. This freshman scholarship is re-awarded each year contingent upon the recipient's maintaining the necessary qualification.

THE FLORENCE BICKEL SWAN SCHOLARSHIP was begun in 1954 by the Alumnae Association and friends of Mrs. Swan, class of 1912.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by the Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE CLASS OF 1945 SCHOLARSHIP was established in 1955 by the members of the class of 1945. This endowed scholarship is to be awarded annually, preferably to an alumna daughter.

THE ALUMNAE SCHOLARSHIP was established by the Chatham Alumnae Association in 1955. This freshman scholarship is re-awarded each year contingent upon the recipient's maintaining the necessary qualification.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

SPECIAL CRITERIA SCHOLARSHIPS

The following scholarships are awarded and available to qualified students in all or designated classes.

THE STUDENT GOVERNMENT ASSOCIATION SERVICE SCHOLARSHIP is awarded each year by the S. G. A. to the student who has maintained a high scholastic rank and who has made a contribution of worth to college life. This scholarship was established as a memorial to the late Cora Helen Coolidge, president of the college from 1906 to 1917.

THE BUREAU OF REHABILITATION OF THE COMMONWEALTH OF PENNSYVANIA awards aid to disabled students. The extent of the assistance is dependent upon the severity of physical disability, financial need and academic standing. The college recommends candidates to the Counselor of the Bureau.

THE CAROL A. DAVIS SCHOLARSHIP was established in 1954 in memory of Carol Annette Davis, x'56, by her parents. The award is made to a junior student of high academic standing majoring in biology.

THE PITTSBURGH KINDERGARTEN ASSOCIATION SCHOLARSHIP is awarded each year to a high-ranking member of the senior class majoring in kindergarten education who shows promise in the field of education.

THE CHATHAM CAMPUS CHEST SCHOLARSHIP is an annual award given to a foreign student in expression of the appreciation of the college for her work on the campus and her cooperation in the foreign student program.

THE WOODS HOLE MARINE BIOLOGICAL LABORATORY SCHOLARSHIP is awarded to a biology major who has done outstanding work. The scholarship covers the annual summer tuition to the Marine Biological Laboratory at Woods Hole, Massachusetts.

THE BUHL FOUNDATION SCHOLARSHIP is given by the Exceptionably Able Youths Committee of the Civic Club of Allegheny County, awardees receiving certificates of merit. The members of the award group who need financial help apply to the Buhl Foundation for scholarships of various amounts, not to exceed the cost of full tuition.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshmen applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the specific requirements of the college and must enroll as a commuting student.

LOANS

The Committee on Financial Aid administers the loan funds of the college. Loans are awarded to those who have real need and whose requests for financial aid cannot be completely met by other forms of financial aid. Only short-term loans are made to freshmen and sophomores and bear interest at 4% per annum. Loans up to $300 are made to juniors and seniors. These long-term loans bear interest at 4% per annum, effective after graduation or after permanent withdrawal from college. Financial arrangements for repayment of loan are made with the College Bursar at the time they are granted.

ANNUAL AWARDS

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN AWARD is an annual gift membership to the AAUW of one year duration. The award, given by the Pennsylvania Division of AAUW, is bestowed on an outstanding senior from Pennsylvania.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925. The recipient is a member of the senior class noted for her outstanding contributions and unselfish devotion to the college and to college activities throughout her college course.

THE ANNA DRAVO PARKIN MEMORIAL HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, x'36, who died while a junior at Chatham College.

THE PITTSBURGH DRAMA LEAGUE AWARD which was established in 1947 in honor of Vanda E. Kerst is awarded to a student who has done outstanding work in Drama and Speech.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sara Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE AIKEN ART AWARD is given each year for the most meritorious work in the student art exhibit.

THE CHATHAM ALUMNAE ASSOCIATION AWARD, established in 1951, is presented to a senior with high academic achievement who has shown outstanding interest in and service to the college and the community.

THE CAROL A. DAVIS MEMORIAL AWARD was established by the graduating class of 1956 in honor of Carol A. Davis, a member of their class who died while a student at the college. The award is made to an incoming junior who is of high academic standing and who has contributed to the life of the college.

THE MINOR BIRD AWARDS are presented to the contributors of the best prose and the best poetry for the current edition of the Chatham College literary magazine, "The Minor Bird."

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION MEMORIAL AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made each year to a member of the junior class of outstanding rank who has made a real contribution to college life.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music. The recipient is chosen by the Chatham Music Department.

SPECIAL FUNDS

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis of the Class of 1875. The income from this fund is used for the purchase of books in the Library.

THE CORA HELEN COOLIDGE FUND was left to the College in 1932 through the will of the late Cora Helen Coolidge, former President of the College. The income from this fund is to supply books for the Library.

THE HELEN IRWIN AND JAMES E. MAC CLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey of the Class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, an alumna of the Class of 1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND was established in 1948 by Miss Mabel Lindsay Gillespie in memory of her mother. The income of this fund is to be used for any worthy project planned to enrich the academic program of the college.

ORGANIZATION

Board of Trustees

OFFICERS

ARTHUR E. BRAUN ..... Chairman
GEORGE D. LOCKHART ..... Vice Chairman
RALPH W. HARBISON ..... Vice Chairman
MRS. ALEXANDER MURDOCH ..... Secretary
JOHN G. FRAZER, JR. ..... Assistant Secretary
BURT E. ASHMAN ..... Treasurer

MEMBERS

TERM EXPIRES 1957

PAUL R. ANDERSON
JOHN G. FRAZER, JR.
A. DOUGLAS HANNAH
MRS. CLIFFORD S. HEINZ
CHARLES F. LEWIS
MRS. ALEXANDER MURDOCH

TERM EXPIRES 1958

MRS. JAMES A. BELL
ARTHUR E. BRAUN
LELAND HAZARD
RICHARD McL. HILLMAN
GEORGE D. LOCKHART
MISS EDNA REITZ

TERM EXPIRES 1959

FREDERICK G. BLACKBURN
MRS. ROBERT D. CAMPBELL
MISS MABEL LINDSAY GILLESPIE
RALPH W. HARBISON
EDWIN HODGE, JR.
MRS. MARSHALL S. LUTHRINGER
HUGH D. MacBAIN

ALEXANDER C. ROBINSON, Honorary Trustee

Administration

PAUL RUSSELL ANDERSON, A.B., Ph.D., LL.D. .....President

Mildred R. Rensi, Secretary

LUCILE ANNE ALLEN, A.B., A.M., Ed.D. .....Dean of the College

Mary Carolyn Logan, A.B., Secretary

Sally Smith, Secretary to the Faculty

HOWARD RICHARD REIDENBAUGH, JR., A.B., A.M. .....

.....Secretary of the College

Patricia D. Reuther, Secretary

BURT E. ASHMAN, Ph.B. .....Business Manager

GEORGE F. PARKER, A.B., B.D., A.M. .....Chaplain

STUDENT PERSONNEL

BARBARA MORSE, B.S., A.M. .....Assistant Dean and Faculty Counselor, Woodland Hall

PHYLLIS A. UPHILL, A.B., A.M. .....Assistant Dean and Faculty Counselor, Fickes Hall

Margaret Newmeyer, Secretary to the Assistant Deans

ADELLA S. ANDERSON .....Social Director and Faculty Counselor, Mellon Hall

CECILIA RASDORF, A.B., M.Ed. ....Faculty Counselor, Beatty Hall

JANIS S. GREENE, B.S., M.Ed. .....Faculty Counselor, Gateway

MARGUERITE VER KRUZEN, A.B., M.Ed.....Faculty Counselor, Lindsay Hall

EVALUATION SERVICES

LILY DETCHEN, A.B., A.M., Ph.D. ...Director of Evaluation Services

Irene Lawlor, Secretary

REGISTRAR

PHYLLIS A. UPHILL, A.B., A.M. .....Assistant Dean and Registrar

Katharine H. Wragg, A.B., Assistant

PUBLIC AND ALUMNAE RELATIONS

VICKEY COREY .....Director of Public Relations

HENRIETTA L. KECK .....Assistant

ROSEMARY ANNE PARLAK .....Publicity Assistant

RUTH HUNTER SWISSHELM, A.B. .....Alumnae Secretary

ADMISSIONS

NORA LEWIS HARLAN, A.B. ..... Director of Admissions

MARGARET DONALDSON, A.B. ..... Alumnae Relations Director

CHRISTINE PETERS, A.B. ..... Assistant Director of Admissions

Jane Montgomery Dickey, A.B., Secretary
Carol Grubbs, Secretary

BUSINESS OPERATIONS

BURT E. ASHMAN, Ph.B. ..... Business Manager

Rose Gondleman, Secretary

HANNA GUNDERMAN, A.B., M.Ed. ..... Bursar

Anna E. Weigand, Cashier
Elsie V. Kolcun, Assistant

THOMAS MALLOY ..... Superintendent of Maintenance

IRENE NEWLAND, B.S. ..... Director of Dining Halls

JO ANN KLARE, B.S. ..... Assistant Director of Dining Halls

JANIS S. GREENE, B.S., M.Ed. ..... Director of Interior Decoration

LIBRARY

ARTHUR L. DAVIS, A.B., A.M., Ph.D. ..... Librarian

MARY LOUISE PRESSLER, A.B., Litt. M., A.B.L.S. ..... Assistant Librarian

ANN C. WALLY, A.B., B.S. ..... Assistant Librarian

Martha McDaniels, Clerical Assistant

HEALTH SERVICES

J. WATSON HARMEIER, B.S., M.S., M.D. ..... College Physician

MARY LOUISE RIEFER, R.N. ..... Resident Nurse

AUDIO-VISUAL MATERIALS CENTER

MARGARET JEAN FULTON, A.B., M.A., Ed.D.... Director of Audio-Visual Materials Center

VIVIENNE E. CHICCARELLO ..... Assistant Director

Herman M. Freithof, Film Inspector

Faculty

PAUL RUSSELL ANDERSON ..... *President*
A.B., Ohio Wesleyan University; Ph.D., Columbia University; LL.D., Ohio Wesleyan University; LL.D., University of Pittsburgh.

LUCILE ANNE ALLEN ..... *Dean of the College*
A.B., Trinity College; A.M., Southern Methodist University; Ed.D., Columbia University; University of Chicago; National University of Mexico.

GEORGE F. PARKER ..... *Chaplain*
A.B., Boston University; A.M., B.D., Yale University; University of Pittsburgh.

MARY HELEN MARKS, A.B., A.M., L.H.D. ..... *Dean Emeritus*

CARLL W. DOXSEE, A.B., A.M., Ph.D. ..... *Emeritus Professor of English*

LILLIE B. HELD, A.B., A.M. ..... *Emeritus Associate Professor of Music*

VANDA E. KERST ..... *Emeritus Professor of Speech*

EFFIE L. WALKER, A.B., A.M. *Emeritus Assistant Professor of History*

J. CUTLER ANDREWS (1947) ..... *Professor of History*
A.B., Ohio Wesleyan University; A.M., Ph.D., Harvard University.

STEPHEN BORSODY (1948) ..... *Professor of History*
Doctor of Laws and Political Sciences, Charles University, Prague; University of Budapest.

HELEN CALKINS (1930)* ..... *Professor of Mathematics*
A.B., Knox College; A.M., Columbia University; Ph.D., Cornell University.

ARTHUR L. DAVIS (1947) ..... *Professor of German*
A.B., Ohio Wesleyan University; A.M., Ph.D., University of Wisconsin; University of Munich; University of Cologne; University of Michigan.

Dates in parentheses indicate date of appointment
*On leave, 1956-57

LABERTA DYSART (1926) ..... *Professor of History*
A.B., University of Nebraska; A.M., Columbia University; University of Michigan.

MABEL A. ELLIOTT (1947) ..... *Professor of Sociology*
A.B., A.M., Ph.D., Northwestern University; Bryn Mawr College.

EDGAR M. FOLTIN (1949) ..... *Professor of Psychology*
J. U. Dr., Dr. habil., University of Innsbruck; University of Munich.

JOHANA HARRIS (1951) ..... *Professor of Music and Pianist in Residence*
Graduate, Canadian Conservatory of Music; Graduate, Juilliard Graduate School of Music; Student of Ernest Hutcheson, Howard Brockway and Rubin Goldmark.

CHARLES LeCLAIR (1946) ..... *Professor of Art*
B.S., M.S., University of Wisconsin; Columbia University; Academie Ranson.

PHYLLIS COOK MARTIN (1935) ..... *Professor of Biology*
B.S., M.S., University of Pittsburgh; Ph.D., University of Illinois.

ELIZABETH LEE VINCENT (1953) ..... *Professor of Human Development*
A.B., A.M., University of Colorado; Ph.D., Columbia University.

EARL K. WALLACE (1925) ..... *Professor of Chemistry*
B.S., The Pennsylvania State University; A.M., Ph.D., Columbia University; Harvard University; University of Pennsylvania.

RUSSELL G. WICHMANN (1946) ..... *Professor of Music*
Mus. B., Lawrence College; M.S.M., Union Theological Seminary School of Sacred Music; Student of LaVahn Maesch, Clarence Dickinson, Marcel Dupré.

ROBERT L. ZETLER (1945) ..... *Professor of English*
A.B., Ph.D., University of Pittsburgh.

HENRY G. BUGBEE, JR. (1954) ..... *Associate Professor of Philosophy*

A.B., Princeton University; A.M., Ph.D., University of California.

LILY DETCHEN (1948) ..... *Associate Professor*

A.B., A.M., University of Louisville; Ph.D., University of Chicago.

FRANCES ELDREDGE (1953) ..... *Associate Professor of English*

A.B., Wellesley College; A.M., Tufts College; Ph.D., University of Chicago; Radcliffe College.

MILDRED THRONE EVANSON (1945) ..... *Associate Professor of Drama*

A.B., A.M., University of Wisconsin.

PHYLLIS MARSHALL FERGUSON (1943) ..... *Associate Professor of Drama*

A.B., Emerson College; A.M., University of Pittsburgh; Yale University.

MARGARET JEAN FULTON (1953) ..... *Associate Professor of Education*

A.B., Oberlin College; A.M., Ed.D., Syracuse University.

WILLIAM J. KEEFE (1952) ..... *Associate Professor of Political Science*

B.S., Illinois State Normal University; A.M., Wayne University; Ph.D., Northwestern University.

CHANNING LIEM (1949) ..... *Associate Professor of Political Science*

Union Christian College, Pyong Yang, Korea; B.S., Lafayette College; A.M., Ph.D., Princeton University.

JAMES C. McLAREN (1956) ..... *Associate Professor of French*

A.B., A.M., Dalhousie University; University of Paris; Ph.D., Columbia University.

HELENE WELKER (1929) ..... *Associate Professor of Music*

A.B., Hunter College; Graduate, Juilliard School of Music; Student of Ernest Hutcheson, Harold Bauer and Lazare Levy.

MARTHA ELIZABETH ZIMMERMAN (1956) ..... *Associate Professor of Education*

B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University; University of Southern California; University of Pittsburgh; The Pennsylvania State University; University of Wisconsin.

RUDOLPH CARDONA (1956) ..... *Assistant Professor of Spanish*

Universidad Nacional de Costa Rica; University of California at Los Angeles; A.B., Louisiana State University; Ph.D., University of Washington.

JOHN W. CUMMINS (1954) ..... *Assistant Professor of English*

A.B., A.M., Ohio Wesleyan University; University of North Carolina; University of Pennsylvania.

JANIS STEWART GREENE (1944) ..... *Assistant Professor of Family Living*

B.S., Ohio University; M.Ed., University of Pittsburgh.

ROBERT L. HARDER, JR., (1956) ..... *Assistant Professor of Philosophy*

B.S., A.B., The Pennsylvania State University; A.M., Ph.D., Columbia University.

H. CHESTER MARKLE, JR. (1954) ..... *Assistant Professor of Chemistry*

B.S., Franklin and Marshall College; A.M., Ph.D., Carnegie Institute of Technology.

MARY A. McGUIRE (1956) ..... *Assistant Professor of English*

A.B., University of Maine; A.M., Columbia University; Oxford University.

JACK H. NEESON (1956) ..... *Assistant Professor of Drama and Speech*

A.B., University of Delaware; B.D., Virginia Theological Seminary; A.M., M.F.A., Western Reserve University.

ALFRED E. PIERCE (1954) ..... *Assistant Professor of Economics*

Ph.B., Muhlenberg College; A.M., Lehigh University; D.S.S., Syracuse University.

OLGA W. RUSSELL (1956) .....*Assistant Professor of French*
A.B., Connecticut College; Diplôme d'Études Francaises, Université de Poitiers; Diplôme, Degré Superieur, Université de Paris; Middlebury College; A.M., University of California; Boston University; A.M., Radcliffe College.

JAMES S. STOREY (1948) .....*Assistant Professor of Art*
B.S., B.S. (Art Ed.), M.S., University of Wisconsin; Ed.D., Stanford University.

PATIENCE TANTON (1953) .....*Assistant Professor of Physical Education*
B.S., Boston University; M.Ed., University of Pittsburgh.

CLIFFORD OLIVER TAYLOR, JR. (1951) .....*Assistant Professor of Music*
B.F.A., Carnegie Institute of Technology; A.M., Harvard University.

MARGUERITE VER KRUZEN (1956) .....*Assistant Professor of Physical Education*
A.B., Barnard College; Ed.M., Wellesley College; New York University.

JEROME S. WENNEKER (1946)* .....*Assistant Professor of Drama*
A.B., University of Missouri; M.F.A., Yale University; University of Pittsburgh.

ALLAN M. BRYSON (1956) .....*Lecturer in Mathematics*
B.S., A.M., University of Pittsburgh.

DOROTHY KANRICH (1956) .....*Lecturer in Physical Education*
A.B., Radcliffe College; M.Lit. in Science, University of Pittsburgh.

BERTRAM KARPF (1956) .....*Lecturer in Psychology*
B.S., M.S., University of Illinois.

GEORGE LAUSH (1956) .....*Lecturer in Mathematics*
B.S., University of Pittsburgh; Ph.D., Cornell University.

ELFA PORTER (1956) .....*Lecturer in Education*
A.B., Iowa State Teachers College; A.M., University of Iowa; Columbia University.

*On leave, 1956-57

T. FREDERICK REMINGTON (1956) ..... *Lecturer in English*
A.B., Colgate University; Northwestern University.

MIHAIL STOLAREVSKY (1948) ..... *Lecturer in Music*
B.S., Technical University, Coethen, Germany; A.M., Imperial Conservatory, Kiev, Russia; University of Cincinnati; Student of Carl Flesch and Michael Press.

JOSEPH ZASLOFF (1956) ..... *Lecturer in Political Science*
A.B., A.M., University of Pittsburgh; Ph.D., University of Geneva.

ROBERT B. ANDERSON (1951)* ..... *Instructor in Music*
B.M.E., University of Nebraska, University of California.

NATALIE BARISH (1954) ..... *Instructor in Biology*
A.B., Goucher College; A.M., Indiana University; Ph.D., Ohio State University.

WALLACE R. BEARDSLEY (1955) ..... *Instructor in Astronomy*
B.S., B.S., University of Washington; Ohio State University; University of Chicago.

MARGARET E. COPELAND (1954) ..... *Instructor in Drama*
B.S., California State Teachers College; The Pennsylvania State University; University of Pittsburgh.

NANCY M. GORDON (1955) ..... *Instructor in History*
A.B., Bryn Mawr; A.M., Ph.D., Yale University.

CALVIN W. LANE (1956) ..... *Instructor in English*
A.B., Amherst College; Williams College; A.M., Ph.D., University of Michigan; Harvard University.

*On leave, 1956-57

LORENZO MALFATTI (1956) ..... *Instructor in Music*
Graduate, Juilliard School of Music; Cherubini Conservatory, Florence; Chigiana Musical Academy, Siena; St. Cecilia Conservatory, Rome; St. Cecilia Academy, Rome; Student of Queena Mario, Rachele Maragliano Muri, Virgilio Mortari.

MARY LOUISE PRESSLER (1953) ..... *Instructor*
A.B., A.B.L.S., University of Michigan; Litt.M., University of Pittsburgh.

CECILIA RASDORF (1954) ..... *Instructor in Secretarial Studies*
B.S., Indiana State Teachers College; M.Ed., University of Pittsburgh.

PATRICIA C. REDICK (1954) ..... *Instructor in Spanish*
George Washington University; Universidad Nacional de Mexico; Hunter College; A.B., A.M., University of Pittsburgh.

DAVID SMITH (1956) ..... *Instructor in Art*
A.B., Bard College; A.M., Cranbrook Academy of Art; American Art School.

J. ROSS STEVENSON (1956) ..... *Instructor in Biology*
A.B., Oberlin College; M.S., Northwestern University.

MARGARET R. TRAMMELL (1956) ..... *Instructor in Chemistry*
Texas State College for Women; University of Colorado; B.S., M.S., A.M., North Texas State College; M.S., Carnegie Institute of Technology.

DIVISIONAL CHAIRMEN 1956-57

Science ..... Mr. Wallace
Social Relationships ..... Mr. Keefe
Humanities ..... Mr. Davis

DEPARTMENTAL CHAIRMEN 1956-57

Art ..... Mr. LeClair
Biology ..... Mrs. Martin
Chemistry ..... Mr. Wallace
Drama ..... Mrs. Ferguson
Economics ..... Mr. Pierce
Education ..... Miss Fulton
English ..... Mr. Zetler
Family Living ..... Mrs. Greene
History ..... Mr. Andrews
Mathematics ..... Miss Calkins
Modern Languages ..... Mr. Davis
Music ..... Mr. Wichmann
Philosophy and Religion ..... Mr. Bugbee
Physical Education ..... Miss Tanton
Political Science ..... Mr. Keefe
Psychology ..... Mr. Foltin
Sociology ..... Miss Elliott

COURSE CHAIRMEN 1956-57

Arts ..... Mr. LeClair
English Composition ..... Mr. Zetler
History of Western Civilization ..... Mr. Andrews
Human Development and Behavior ..... Mrs. Martin
Modern Society ..... Mr. Keefe
Natural Science B2 ..... Miss Barish and Mr. Harder
Philosophy of Life ..... Mr. Bugbee
Effective Speech ..... Mrs. Ferguson
World Issues ..... Mr. Liem

Standing Committees

1956-57

ACADEMIC STANDING

The Dean, Mr. Cardona, Mr. Cummins, Miss Detchen, Mrs. Harlan, Miss Morse, Miss Rasdorf, Miss Tanton, Miss Uphill, Mr. Wallace.

ADMISSIONS

The Dean, Miss Detchen, Miss Fulton, Mrs. Harlan, Miss McGuire, Miss Morse, Mr. Smith, Miss Uphill.

ASSEMBLY BOARD

Miss Barish, Miss Fulton, Mr. Parker, plus students.

CURRICULUM COMMITTEE

The President, The Dean, Mr. Davis (1957), Miss Elliott (1957), Mr. Wallace (1957), Mr. Bugbee (1958), Mr. Keefe (1958), Miss Vincent (1958), Mr. Borsody (1959), Mr. Storey (1959), Mr. Zetler (1959), plus students.

FINANCIAL AID

The Dean, Miss Detchen, Mrs. Harlan, Miss Morse, Mr. Pierce, Mrs. Redick, Miss Uphill.

LIBRARY

Mr. Borsody, Mr. Davis, Miss Dysart, Miss Eldredge, Mr. Markle, Mr. Taylor.

PRESIDENT'S ADVISORY

The Dean, Mr. Bugbee, Miss Eldredge, Mr. Keefe, Mrs. Martin.

PUBLIC OCCASIONS

The Dean, Mr. Ashman, Mrs. Corey, Mrs. Evanson, Mrs. Ferguson, Mr. Storey, Mr. Wichmann, Mr. Zetler, plus students.

RELIGIOUS LIFE

Miss Fulton, Mr. Liem, Mr. Parker, Miss Vincent, Mr. Wichmann, plus students.

TENURE

The President, The Dean, Mr. Andrews (1957), Mr. Davis (1957), Miss Elliott (1958), Mr. Wallace (1958), Miss Dysart (1959), Mr. LeClair (1959).

TUTORIAL

The Dean, Mr. Davis, Mr. Keefe, Mr. McLaren, Mr. Wallace, Mr. Zetler.

ALUMNAE ASSOCIATION

The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the college through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Executive Secretary, gathers and publishes information regarding graduates and former students of the college, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The organization interests itself in the general welfare of the college. Several memorial scholarships are given through the Association each year, and, when the funds contributed in any fiscal year exceed the budget, the balance is given to the college for additional scholarships.

Four publications are sent to alumnae of the college—"The Alumnae Recorder," which contains news of the college and its graduates, is a bi-annual publication; "The Alumnae Register," which is issued at stated intervals, is the alumnae directory; "The Viewbook," a pictorial magazine, is sent in conjunction with the Public Relations Department, as is the "Newsletter," a small paper which supplements the other publications with current college news.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually

at the college in the spring. The purposes of the Council are to encourage loyal alumnae and to enlist their active interest in and support of their alma mater; to keep in close touch with the administration of the college and communicate to the Alumnae the progress and needs of the college; and to formulate policy as well as other recommendations to be presented at the Annual Alumnae Association meeting in June.

Two meetings of the entire Association are held each year, one in the fall and one in the spring. The Business Meeting and Class Reunions are on the Saturday preceding Commencement. The programs are educational and cultural, as well as social. The business sessions give members the opportunity actively to support the forwarding of plans and projects of the college. In communities where Chatham Alumnae Clubs are active, programs of educative and social interest are presented.

Alumnae Representatives, appointed by the college are in many different geographical areas. These representatives work with the Alumnae Relations Director to inform prospective students and their parents about the college, to act as good-will emissaries, and to aid the college in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

OFFICERS

JANE HARMEIER NIMS ..... President
JANET MURRAY NEWTON ..... First Vice-President
LILLIAN HUNTER STOECKLEIN ..... Second Vice-President
AMY McBRIDE ..... Treasurer
MARY F. ANDERSON ..... Recording Secretary
PEGGY KORB SMITH ..... Corresponding Secretary
EDNA M. REITZ ..... Alumnae Trustee
MARTHA GLANDON LUTHRINGER ..... Alumnae Trustee
RUTH HUNTER SWISSHELM ..... Executive Secretary

ALUMNAE CLUBS

BOSTON, MASS.—Mrs. Charles Hauck (Joyce Robinson '49), 20 Bradley Park Drive, Hingham, Mass.
Mrs. Milton M. Michaels (Lois Glazer '53), 401 Washington St., Brookline 46, Mass.

BUFFALO, N.Y.—Mrs. Marne A. Dubs (Carla Gregson '45), 171 Doncaster Road, Kenmore 17, N.Y.

CALIFORNIA—Mrs. S. C. Herald (Lillie Lindsay '12), 815 Portola Ave., Glendale 6, Cal.

CHICAGO, ILL.—North Shore—Mrs. James A. Hughes (Helen Ensminger '30), 415 Washington Ave., Wilmette, Ill.
South West— Mrs. Robert Janke (Claudia Bullers '49), 420 Homestead Rd., LaGrange Park, Ill.

CLEVELAND, OHIO—Mrs. Lawrence Stovicek (Marlene Shettel '51), 18501 Invermere Ave., Cleveland 22, Ohio

COLUMBUS, OHIO—Mrs. Gordon V. Lewis (Martha Henderson '30), 300 East New England St., Worthington, Ohio

DETROIT, MICH.—Mrs. Charles F. Trapp (Caddy Lou Kinzer '40), 1003 Bedford Rd., Grosse Pointe 30, Mich.
Miss Clara Osgood '28, 138 Glendale, Detroit 3, Mich.

GREENSBURG, PA.—Mrs. Paul McKelvey, Jr. (Helen Barbour '52), 517 Chestnut St., Greensburg, Pa.

PHILADELPHIA, PA.—Mrs. C. C. Bradley (Patsy Speers '45), 937 Mason Ave., Drexel Hill, Pa.

WASHINGTON, D. C.—Miss Joanne Shelley '52, 1409 Ingraham St., N. W. Washington, D. C.
Mrs. R. B. Hull (Elizabeth Babcock '31), 3319 Alabama Ave., Alexandria, Virginia

WESTCHESTER COUNTY, N. Y.—Miss Barbara Mason, '47, 2 Alden Place, Bronxville, New York

YOUNGSTOWN, OHIO—Miss Barbara Miller '56, 9 Glenmere Place, Youngstown, Ohio
Mrs. Robert D. Forsyth (Helen Robinson '45), 5261 Pine Tree Lane, Boardman, Youngstown, Ohio

PITTSBURGH REGIONAL GROUPS

DORMONT, MT. LEBANON — Mrs. Alfred Ackenheil (Pauline Wilson '45), 650 Royce Ave., Pittsburgh 16, Pa.

DOWNTOWN BUSINESS WOMEN—Miss Helen Ryman, '24, 50 Academy Avenue, Pittsburgh 28, Pa.

EAST BOROUGHS—Mrs. G. H. Schardt (Molly Oehlschlager '52), 111 Maple Ave., Pittsburgh 18, Pa.

NORTH SUBURBAN—Mrs. C. B. Brenneman (Margaret Iams '32), Mt. Royal Blvd., Allison Park, Pa.

POINT BREEZE—Miss Elizabeth Shollar '45, 6951 Reynolds St., Pittsburgh 8, Pa.

SHADYSIDE—Miss Martha Kroenert, 4383 Schenley Farms Terrace, Pittsburgh 13, Pa.

SOUTH HILLS—Mrs. Paul R. Bower (Jean Sweitzer '53), 365 Temona Dr., Pittsburgh 36, Pa.

ALUMNAE REPRESENTATIVES

1956-57

CALIFORNIA—Mrs. John H. Colbaugh (Mary Linn Marks '41), 680 Cowles Road, Santa Barbara, California

CONNECTICUT—Mrs. Stanley W. Kochanski (Mildred Rudinsky '41), 589 Fern Street, West Hartford, Connecticut

ILLINOIS—Mrs. J. R. Krapfel (SaraBelle Segmiller '52), 407 N. West Avenue, Elmhurst, Illinois

MARYLAND—Mrs. John J. McCall, Jr. (Marylou Wilkinson '51), 1405 Forest Park Avenue, Baltimore 7, Maryland

Mrs. W. Bruce Douglas (Joy Wilson '48), 1607 Holland Street, Cumberland, Maryland

MASSACHUSETTS—Mrs. Charles R. Hauck (Joyce P. Robinson '49), 20 Bradley Park Drive, Hingham, Massachusetts

MICHIGAN—Mrs. James A. Joyner (Patty Smith '45), 4105 Somerset Street, Detroit 24, Michigan

MISSOURI—Mrs. Clara Williams Blackman (Clara Williams '24), 7531 Washington Avenue, University City 5, Missouri

NEW JERSEY—Mrs. Robert J. Wiedenman (Betty Beck '46), 31 Van Doren Avenue, Chatham, New Jersey

Mrs. W. W. Augustine (Sally Dougan '49), Rosedale Road, Princeton, New Jersey

Mrs. George C. Randall (Virginia Ray '28), 464 Heights Road, Ridgewood, New Jersey

Mrs. Thomas H. Armstrong (Alison Croft '42), 125 Roger Avenue, Cambridge Estates, Westfield, New Jersey

NEW YORK—Mrs. John Stevens Hall (Marion Swannie '45), 2 Fifth Avenue, New York 11, New York

Mrs. Cameron Brown (Katrina Utne '36), Spring Valley Road, Ossining, New York

Mrs. Benjamin R. Harriman (Mary-Stuart Clements '36), 85 Danbury Circle, Rochester 18, New York

Mrs. Donald L. Houck (Carol Lenz '48), 215 Mount Vernon Road, Snyder 21, New York

Mrs. H. Kaye Kerr (Ruth Fite '40), 102 Kline Street, Syracuse 3, New York

Mrs. Thomas J. McLoughlin (Ruth Ryan '50), 250 Concord Avenue, West Hempstead, New York

OHIO—Mrs. Harley J. Pierce (Lois Lutz '45), 1344 Jefferson Avenue, Akron 13, Ohio

Mrs. Ina M. Cross (Ina Connelly '22), 23725 Wolf Road, Bay Village, Ohio

Mrs. LeRoy D. Hall (Nancy Herdt '45), 5667 Belmont Avenue, Cincinnati 24, Ohio

Mrs. George A. Markell, Jr. (Jean White '46), 1304 Brainard Road, Cleveland 24, Ohio

Mrs. James E. Hale (Harriett McCaw '25), 210 Webster Park Avenue, Columbus 14, Ohio

Mrs. R. A. Franklin (Jean Maize x'53), 1579 Larchwood Drive, Dayton 3, Ohio

Mrs. Edward H. Connor, Jr. (Anne Lucille Cummins '43) 8 Stoner Avenue, Poland 14, Ohio

PENNSYLVANIA—Mrs. Herman M. Dight (Charlotte Graham '32), 608 North McKean Street, Butler, Pennsylvania

Mrs. Charles C. Bradley (Patsy Speers '45), 937 Mason Avenue, Drexel Hill, Pennsylvania

Mrs. Raymond L. Fels (Margaret McGeary '49), 241 West Eighth Street, Erie, Pennsylvania

Mrs. John W. Smith (Corinne Trout '48), 515 Chestnut Street, Greensburg, Pennsylvania

Mrs. Frans Barends (Emily Ann Seaberg '51), 3289 Wakefield Road, Harrisburg, Pennsylvania

Mrs. Ronald F. Hookway (Doris Snyder '47), 5014 Colorado Avenue, Harrisburg, Pennsylvania

Mrs. James W. Titelman (Barbara Maloy '54), Upper Brush Mountain Road, Hollidaysburg, Pennsylvania

Mrs. B. Elkins Longwell, Jr. (Elsie McCreery '31), 334 Gardner Street, Johnstown, Pennsylvania

Mrs. A. L. Hoffmaster (Florence Reed '33), 3132 Wilmington Road, New Castle, Pennsylvania

Mrs. Rowland K. Leonard (Mary Jane Kerr '39), 4 Wyomissing Hills Boulevard, Reading, Pennsylvania

Mrs. Thomas Kachulis (Christine Metro '52), Scholl Apartments, Number 11, Boyd Drive, Sharon, Pennsylvania

Mrs. Neil K. Culbertson (Martha Branch '37), 7 Brook Street, Warren, Pennsylvania

Mrs. Bernard Berman (Martha Yorkin '46), 355 Wilbert Avenue, Washington, Pennsylvania

VIRGINIA—Mrs. Norman P. Reichley (Ruth Berkey '34), 5806 Little Falls Road, Arlington 7, Virginia

Mrs. Anna S. Milford (Anna Snyder '35), 4809 Chamberlayne Avenue, Apartment 1, Richmond 27, Virginia

WEST VIRGINIA—Mrs. Joseph Early (Ruth Ludebuehl '33), 1408 Peacock Lane, Fairmont, West Virginia

Mrs. Dan T. Rownd, Jr. (Joyce Wilde '51), 2 Lynwood Avenue, Wheeling, West Virginia

GENERAL COLLEGE INFORMATION

Correspondence Directory

Correspondence regarding the general interests of the College should be addressed to the President of the College.

Inquiries regarding the academic work of students, their withdrawal, scholarships and loan funds should be addressed to the Dean of the College.

Requests for catalogues, inquiries regarding admission to the College and the reservation of rooms in the residence halls should be addressed to the Director of Admissions.

Correspondence relating to business matters should be addressed to the Business Manager.

Payment of college fees should be sent to the Bursar. Checks should be made payable to Chatham College.

Correspondence relating to the publicity of the College should be addressed to the Director of Public Relations.

Requests for transcripts of records should be addressed to the Registrar.

Correspondence relating to the alumnae of the College should be addressed to the Secretary of the Alumnae Association.

Those wishing to get in touch with an Alumnae Representative living near their home should consult pages 130-133.

College Calendar

ACADEMIC YEAR 1956-57

Freshman Orientation begins ..... Sunday, September 9

Registration for Upperclassmen ..... Thursday, September 13

Freshman Registration ..... Friday, September 14

Opening of 86th Academic Year .... 8:30 a.m., Monday, September 17

Matriculation Exercises ..... Tuesday, September 18

Thanksgiving Holiday ..... 2:20 p.m., Wednesday, November 21 to
8:30 a.m., Monday, November 26

Christmas Vacation ..... 2:20 p.m., Friday, December 21 to
8:30 a.m., Tuesday, January 8

Study Day ..... Thursday, January 17

First semester Examinations ..... Friday, January 18 through
Wednesday, January 23

Second Semester begins ..... 8:30 a.m., Monday, January 28

Spring Vacation ..... 2:20 p.m., Friday, March 22 to
8:30 a.m., Wednesday, April 3

Study Day ..... Wednesday, May 22

Second Semester Examinations ..... Thursday, May 23 through
Friday, May 31

Commencement ..... Monday, June 3

ACADEMIC YEAR 1957-58

Freshman Orientation begins ..... Sunday, September 15

Registration for Upperclassmen ..... Thursday, September 19

Freshman Registration ..... Friday, September 20

Opening of 87th Academic year .... 8:30 a.m., Monday, September 23

Matriculation Exercises ..... Tuesday, September 24

Thanksgiving Holiday ..... 2:20 p.m., Wednesday, November 27 to
8:30 a.m., Monday, December 2

Christmas Vacation ..... 2:20 p.m., Friday, December 20 to
8:30 a.m., Tuesday, January 7

Study Day ..... Thursday, January 23

First Semester Examinations ..... Friday, January 24 through
Friday, January 31

Second Semester begins ..... 8:30 a.m., Monday, February 3

Spring Vacation ..... 2:20 p.m., Friday, March 28 to
8:30 a.m., Wednesday, April 9

Study Day ..... Wednesday, May 28

Second Semester Examinations ..... Thursday, May 29 through
Friday, June 6

Commencement ..... Monday, June 9

Services and Auxiliary Activities

EVALUATION SERVICES

The Office of Evaluation Services is of inestimable worth in refining numerous aspects of the curriculum. It is important to state academic and general college objectives but it is equally important to have the proper instruments by which to measure relative achievement of those objectives. Through the services of this office, the entire college program is studied.

Important in the Chatham program are Exemption Examinations through which the student may establish the right to move on to advanced courses and the General Examination which is designed to help the student integrate her college experience in the senior year.

The Office of Evaluation Services also gathers faculty and student opinion on critical issues, helps to assess qualifications for admissions and for scholarship aid, and diagnoses individual needs and aptitudes.

AUDIO-VISUAL MATERIALS CENTER

The Audio-Visual Materials Center furnishes sound motion pictures to schools, colleges, and organizations throughout Pennsylvania and neighboring states. The Center has approximately 2500 films, filmstrips, and slides which deal with biology, chemistry, English, geography, history, music, vocational guidance, and many other subjects. It also supplies recreational films for use in school assemblies, P.T.A.'s, clubs, etc.

Films are available for use in classrooms on the campus and many members of the faculty use them as a regular part of their class instruction.

HEALTH SERVICE

The health of students is a vital concern to the college. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the College Physician, at the beginning of the college year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the College Physician, the resident nurse has charge of all cases of illness in the college, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The College Physician calls at the college at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care is available in Pittsburgh. The college infirmary has modern equipment and provides for isolation. See Medical Expenses—page 101.

OPERA WORKSHOP

The Opera Workshop of Chatham College began in the summer of 1949. Annual summer workshops are scheduled under noted producers, directors, and instructors in the operatic world.

The purpose of the Workshop is to offer talented, mature singers a course dealing with the singing and acting techniques of the lyric theater. The Workshop is open to any man or woman who can demonstrate satisfactory vocal ability and musicianship.

Classes are given in operatic repertory, dramatics and stage techniques, foreign diction, musical ensemble, acting and make-up, dancing and fencing. Also included are classes

in opera conducting and coaching (for pianists), choral conducting and stage directing.

Regular operatic productions are planned and students participate in these according to their individual talents. Public performances include dramatized scenes from operas of the standard repertoire and entire operas—costumed and staged—performed at end of each season.

On the faculty are experts in the teaching of opera. For further information, write to Mr. Russell G. Wichmann, Chairman of the Chatham College Music Department.

PLACEMENT SERVICE

The college maintains a Placement Service which offers its services both to students and to alumnae. The Vocational Counselor works in conjunction with the Director of Placement in placing students in part-time and summer employment.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced musical ability.

Training is based on simple laws of physiology and a scientific mental approach to give the student a clear picture of the problems of performance and a growing confidence through his increased knowledge and ease of accomplishment.

The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent musical educators under the direction of Mihail Stolarevsky.

A Summer Day Music Camp is conducted by the Laboratory School on the Chatham campus. Information concerning this training may be secured by writing to Mr. Mihail Stolarevsky, at the College.

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BULLETIN

CHATHAM COLLEGE

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THE BULLETIN OF

CHATHAM COLLEGE

Woodland Road
Pittsburgh 32, Pennsylvania

SEPTEMBER, 1957

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EDUCATIONAL PROGRAM

The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding and with a readiness to adjust quickly and easily.

The liberal arts college is to be distinguished from other kinds of institutions because it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from in-

dividual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The college program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities which must be developed to an appropriate level so that democratic values reinforced by socially constructive attitudes may be supported by effective action are:

1. The ability to communicate: This involves reading, writing, listening and speaking.

2. The ability to solve problems: This involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, inference of valid conclusions, and the application of conclusions.

3. The ability to express oneself: This involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.

4. The ability to live with others.

5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society.

1. Each individual is an object of dignity.

2. All men should have legal equality and equal opportunity for the development of their individual abilities.

3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.

4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

Socially constructive attitudes which can be expected to emerge are:

1. Consideration for the viewpoints of others, with freedom from racial, religious or other social prejudices.

2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.

3. Readiness to adapt our ideas and actions to a changing environment.

4. Desire to think in terms of the ideal, and willingness to take action in support of principle.

5. Concern for the spiritual, intellectual, and creative phases of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.

2. The universe he inhabits.

3. His social relationships.

4. His aesthetic achievements.

5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where a common curriculum is desirable. There are also spheres of knowledge where individual interests

and talents should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities and the world of values. Furthermore the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic education curriculum: basic education should be (1) comprehensive, (2) identical for all since it deals with common needs, (3) directive in emphasis, (4) correlated with specialized interests, (5) concerned with the development of social consciousness, (6) challenging to the further use of creative talent and (7) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

AREA I—MAN

HUMAN DEVELOPMENT AND BEHAVIOR. This is a three-hour course throughout the year which corre-

lates materials concerned with human living. These include certain major concepts in biology, psychology, social anthropology and nutrition which aid in the study of the changing reactions of human beings throughout the life span. The course is designed to give the student a knowledge of the various structures and functions of the body as well as an increased ability to meet the typical problems involved in the social, emotional and intellectual development of the individual.

AREA II—THE UNIVERSE

THE NATURAL WORLD. This is a one-year requirement in science, the first semester of which is devoted to consideration of the important concepts and methods of one of the special sciences: astronomy, biology, chemistry or physics. The second semester consists of the course, History and Philosophy of Science, which provides insight into the development of the major concepts in science and their relationships to human life.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a three-hour course throughout the year which traces the cultural developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense but rather a course dealing with the problems and achievements of our cultural heritage.

MODERN SOCIETY. This is a three-hour course throughout the year and ordinarily will be taken in the sophomore year. The objective is to provide the student with materials concerning significant social, economic and political problems and institutions and with a method of understanding and analyzing these problems and institutions.

WORLD ISSUES. This is a three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences in the relations between nations.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a four-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry, music and the dance. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a workshop program requiring an evaluation of recommended concerts, plays, novels, art exhibits and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

PHILOSOPHY OF LIFE. This is a three-hour course throughout the year and is ordinarily taken in the senior year.

The objective of the course is to provide the student with an understanding of the world of values and with an opportunity to engage in significant philosophical and religious thinking and discussion.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a reading ability in one foreign language. This must be accomplished through a proficiency examination or through course work in one of the foreign languages.

ENGLISH COMPOSITION. This is a two-hour course throughout the year which is correlated with the other courses from which materials will be drawn for practice in the art of writing.

EFFECTIVE SPEECH. This is a two-hour course throughout the year. It is correlated with Modern Society and other basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four semester requirement with electives in team sports, individual and dual sports, aquatics, and dance.

The above courses constitute the curriculum of basic education.* They total sixty-four hours or slightly over one-half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years (see graph, page 45.)

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examina-

*Further description of these courses is to be found on pages 46-49.

ions. Through the exemption examinations which are offered by the Office of Evaluation Services, a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they had no relationship with one another. Both basic and individualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate testing and guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter shall be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

It is necessary for the college student to clarify her aims in order to become aware of her own particular abilities and to know the progress she is making. In order to make certain that such information becomes available to the student, the college has an Office of Evaluation Services headed by a full-time director (See Office of Evaluation Services, page 144.)

To fulfill the requirement in concentration, the college offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all seniors involving six hours of academic credit. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets once a week during the year with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that the success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner, in advance of his students to be sure, and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on

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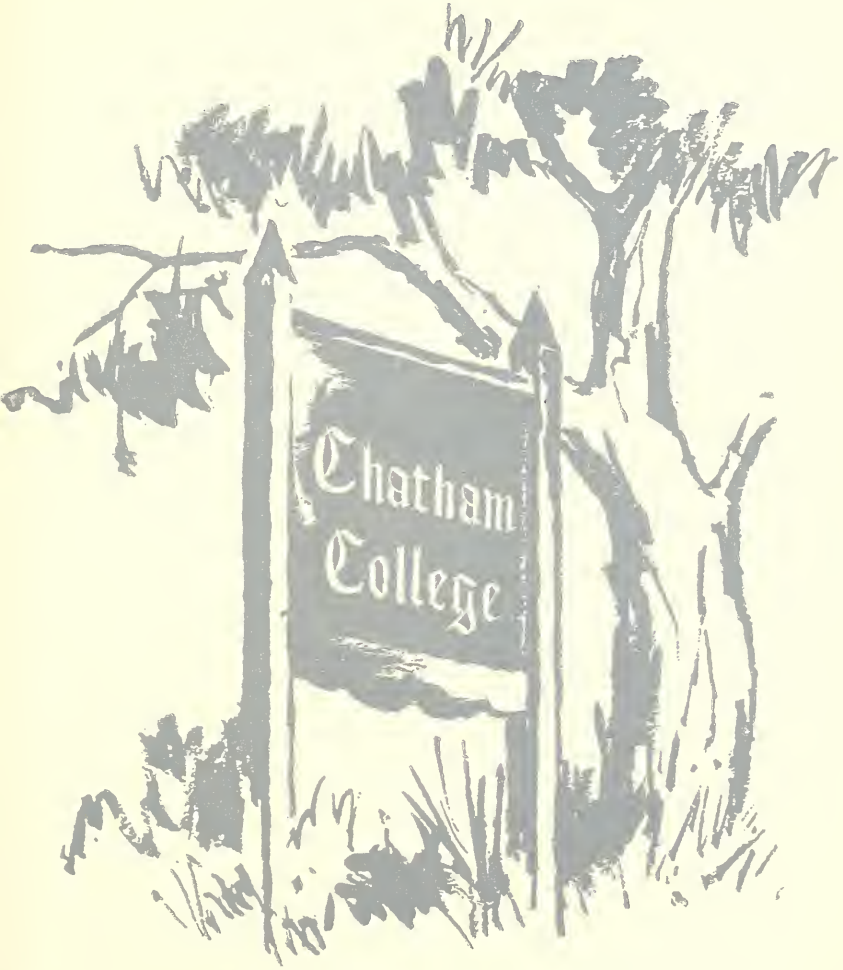
*Further description of these majors is to be found on pages 40-41.

the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the college.



THE COLLEGE

The College

THE PAST

According to Emerson, "An institution is the lengthened shadow of one man." Chatham College, however, is the lengthened shadow, not of one man, but of many devoted men and women who have built and are building their lives into it. But he who casts the longest shadow, now extending across more than eighty-five years, is the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in founding a college for women in Pittsburgh.

This was the year 1869. The University of Pittsburgh was, at that time, a "men's college." Founded to provide higher education for women, the college began as Pennsylvania Female College and consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The First Board of Trustees selected the house and grounds of Mr. George A. Berry as the college site. For many years, the college catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a full-fledged college. The college offered courses in languages, both modern and ancient, English language and literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training. A systematic study of the Bible was also required of every student.

From the opening day of the college, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building. Included in this structure was a chapel where students were required to attend daily services.

For nearly a score of years, the college consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to "Pennsylvania College for Women," with the action to amend the charter being started through student petition to the Board of Trustees.

The college continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

The following year, the resident students organized a student government program. This, in the form of Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program but in the spring of 1923, a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 came the Louise C. Buhl Hall of Science. This hall was erected

in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions. In the Lower Division, the student was to acquaint herself with the major fields of human thought. In the Upper Division, the student concentrated in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty felt, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the college with the residence and grounds that had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the college saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall and a new wing on Woodland Hall which included an infirmary and dormitory space, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, Gateway House and three new buildings to replace the original college buildings, providing one of the best equipped small colleges in the country.

In 1946, the present curriculum was introduced, a development which placed Chatham among the pioneers in curriculum progress in the post-war period.

The name "Pennsylvania College for Women" was

changed to Chatham in 1955. This was done to eliminate the confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

Since 1869, the institution has been "lengthened" by the shadows of the men and women who have built their lives into it. To them, present and future students are indebted for the history which they have made and are making.

THE CAMPUS

Following the vision and purposes of its founder and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in the best physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the dual advantage of being within a short distance of the theatre, the museums, the symphony hall, the libraries, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of approximately four hundred and fifty. The campus also has expanded to meet the growth of the college: there are now twenty-three buildings on twenty-seven acres of rolling, wooded grounds.

Dominating the Chatham landscape* is the Chapel which seats eight hundred people and which has a four-manual Moeller organ with carillonic bells. The bells are played for ten minutes before religious services and each evening just before dinner. On the ground floor of the Chapel are a large lounge, a meditation chapel, a choir room and offices.

Walking around the quadrangle of buildings, one comes next to the James Laughlin Memorial Library which contains more than 50,000 volumes. Like the Chapel and all buildings in this integral part of the campus, it is in the style of Georgian architecture. The reading room, with its wide tables, individual lights and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and

*See map, page 28.

reserve room, the historical room, and seminar and private study rooms.

The Louise C. Buhl Hall of Science is the next stop on the campus tour. The Science Hall has laboratories for the departments of chemistry, biology and physics, and a lecture hall with facilities for the use of motion pictures. The science library on the lower floor has approximately four thousand volumes.

A trio of new buildings, dedicated in the spring of 1954, complete the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction groups which are an important part of Chatham's education program, space for extra-curricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore and a modern snack bar.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the five dormitories. In this resident hall are single and double rooms, as well as suites of two rooms. Woodland also houses the college infirmary and the dining rooms. The Dining Hall is light and pleasant and has tables seating six, providing for a personal dinner atmosphere.

Next door to Woodland, as one leaves the top of the hill, is Lindsay Hall, the smallest, most intimate, of the dormitories. This house was the "President's Residence" from 1910 until 1945, when Gregg House was acquired. Gregg House now serves as the home of the president of the college.

From Woodland Hall sunporch, one can look across Woodland Road to the opposite hill where two more dormitories, Fickes and Beatty Halls, are located. These buildings, originally family estates, provide the students who live there

with the same homelike atmosphere that pervades all of the Chatham residence halls. Like the other dormitories, there are large sunny rooms and comfortable lounges.

Following the winding path across the lawn from Lindsay Hall, one comes next to the buildings and grounds which were formerly owned by Andrew W. Mellon, late Secretary of the Treasury, and given to the college in 1940 by Mr. Paul Mellon. Here a number of seniors live in a dignified and spacious residence in the Tudor style of architecture. Mellon Hall has bowling alleys and a tiled, regulation-size swimming pool. The grounds and gardens are beautifully landscaped.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. The Department of Music utilizes this building which has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road is the three and one-half acre recreation field and the new Physical Education Building. This building includes a large gymnasium floor, seminar rooms, classrooms and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four new all-weather tennis courts.

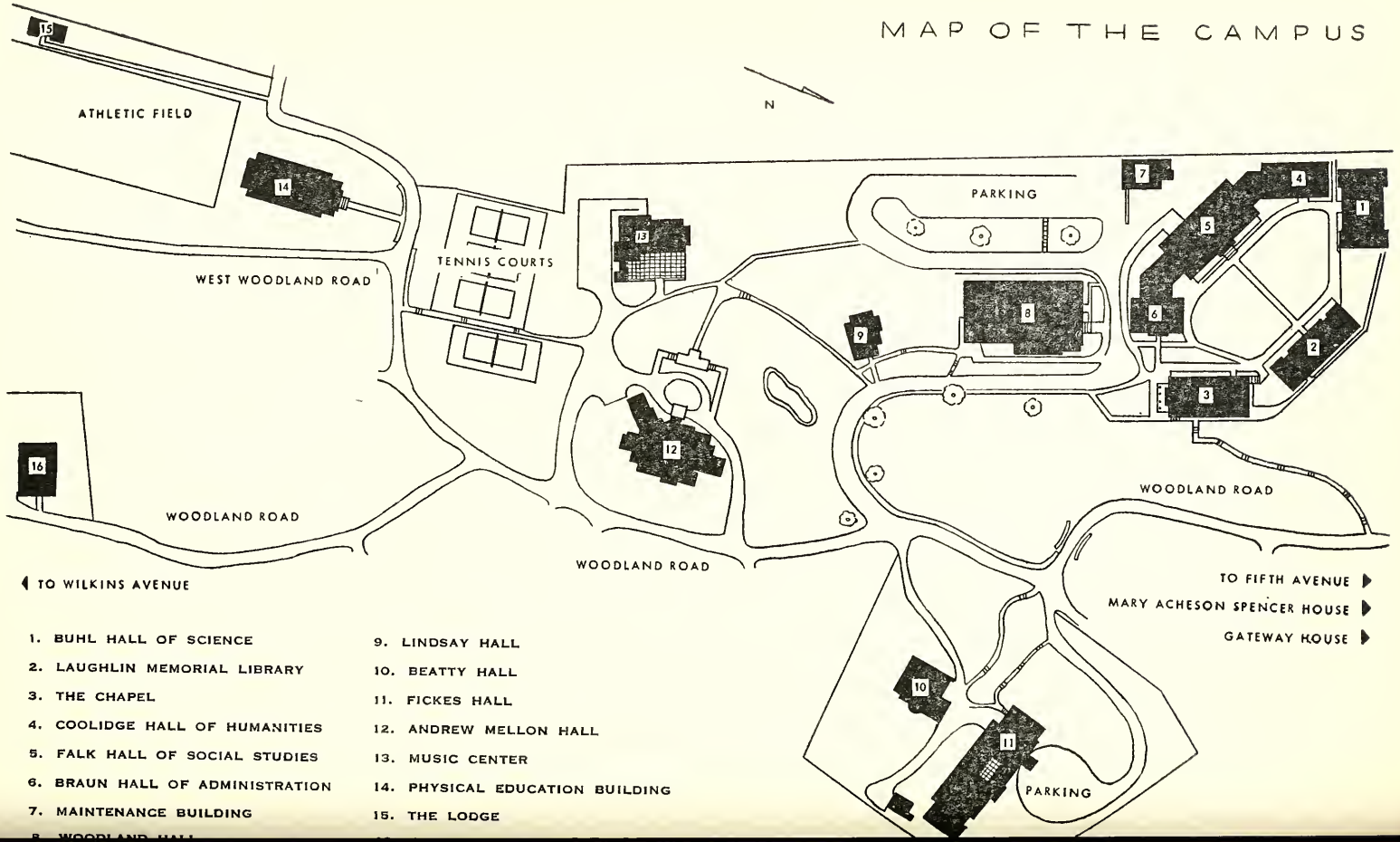
There are also facilities for picnics, and, in the cold weather, the "Lodge" (just off the playing field) with its large living room, open fireplace and kitchenette, is an inviting place for informal gatherings.

Toward Wilkins Avenue on Woodland Road is Gregg House, home of the president of the college.

Toward Fifth Avenue, the first house on the left below the Chapel is Mary Acheson Spencer House, the official residence of the dean of the college.

The tour is complete when one comes to Gateway House at the end of Woodland Road on the right. Gateway is a small and charming residence hall of Early American decor and the home of the Chatham Family Living Department.

MAP OF THE CAMPUS



1. BUHL HALL OF SCIENCE
2. LAUGHLIN MEMORIAL LIBRARY
3. THE CHAPEL
4. COOLIDGE HALL OF HUMANITIES
5. FALK HALL OF SOCIAL STUDIES
6. BRAUN HALL OF ADMINISTRATION
7. MAINTENANCE BUILDING
8. WOODLAND HALL
9. LINDSAY HALL
10. BEATTY HALL
11. FICKES HALL
12. ANDREW MELLON HALL
13. MUSIC CENTER
14. PHYSICAL EDUCATION BUILDING
15. THE LODGE

THE COLLEGE COMMUNITY

The college community of sixty faculty and four hundred and fifty students drawn from many states and from foreign countries provides variety of experience and yet assures each student a distinctive place and individual consideration. The classes at Chatham are small and the instruction is individualized. There is opportunity for seminar discussions and for numerous contacts with members of the faculty. The tutorial projects give students a direct, close association with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. They are responsible for a steady flow of significant books. In its membership are artists, musicians, dramatists and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

The students at Chatham are selected for their intellectual curiosity, character and achievement. Different nationalities are represented each year in the student body. Currently, there are students from Thailand, Iran, Korea, Egypt, Switzerland, and Colombia. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

The educational program at Chatham College is designed to educate students to assume responsibility. Both the educational program and the co-curricular activities of the college encourage increased freedom accompanied by increased responsibility. A dominant characteristic of the college is the spirit of unity, friendliness and cooperation.

The college maintains a carefully planned advisory system. Faculty members act as resident counselors in each dormitory. They meet weekly with house councils and house officers to discuss dormitory organization and plans. In addition, resident counselors provide general counseling.

When the student becomes a junior, one of the professors in her major field serves as her principal advisor. As an under-classman, she has a faculty advisor appointed by the Dean. The student counselors work directly under the Assistant Dean.

Dormitory life is an integral part of the educational program of the college because it offers students practice in the art of living together. Every effort is made to have student rooms and living rooms homelike and pleasant.

Student officers, elected and supported by the students, establish and maintain the social standards in all the dormitories. They cooperate with the student counselors and the administration in promoting the social and academic interests of the students. Freshmen dormitory students are permitted ten overnights a semester; sophomores, eleven; juniors, twelve; first semester seniors, fourteen; second semester seniors, unlimited provided they are in good academic standing.

Although the majority of the students at Chatham live in residence halls on the campus, some of the Pittsburgh students choose to commute. All students, whether resident or day, may share in every college activity. Much of the social and

activity program of the college centers in the dormitories where house dances as well as open houses are held at various times during the year. Day students are associate members of a dormitory and are included in the dormitory programs.

Each student accepts the honor system of Chatham College upon admission, a system of mutual respect and trust. The Honor Code is important in helping each student to grow in maturity since it gives the individual responsibility as well as freedom. The entire college community believes in personal integrity. The community spirit of honor pervades every phase of campus life—it is active in the classrooms, in the dormitories, in the library, and, in fact, in all personal relationships.

All student organizations have one or more faculty advisors chosen by the students. There are a number of faculty-student committees and organizations. Each class at Chatham elects a faculty advisor and the Student Government Association chooses an honorary member from the faculty.

Vested in the Student Government Association, within the framework of its educational objectives, is the discipline of the college. Each student is a member. The S.G.A. is a part of the total administrative plan of the college and, as such, has a part in supporting all college programs and events. The officers of the Association meet frequently with the Dean to coordinate planning.

A calendar of activities for all students is provided through the Activities Council. Its activities are educational as well as social.

The all-student Athletic Association provides activities such as field hockey, archery, basketball, mushball, badminton, swimming, tennis, bowling, fencing and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition

in mushball, basketball and hockey as well as to try out for the "Varsity" which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Athletic Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The "Cornerstone" is the college annual, a pictorial and literary record of student life at the college, while the weekly newspaper, featuring current news of interest, is called "The Arrow." "The Minor Bird" is a semi-annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus and the Sinfonietta, groups which give their services to churches, clubs, and philanthropic organizations. In addition, the Chatham College Opera Workshop in its summer and winter sessions contributes greatly to both the college and to the cultural life of the city of Pittsburgh.

Assembly Hour, eleven-thirty to twelve-thirty every Tuesday and Thursday morning, gives students as well as faculty members an opportunity to participate. Student government, class, and smaller committee meetings are held during the assembly periods. One half of the Thursday assembly is devoted to religious services. Distinguished lecturers and speakers are invited periodically throughout the year to address the college community.

Chatham College, although founded under Presbyterian influence and Christian emphasis and tradition, is non-denominational and welcomes students of all faiths.

The college believes that the development of spiritual and moral insight is an integral part of an educational experience. It has weekly chapel services and encourages students to attend the churches of their own choice on Sunday. The college has a chaplain who is available for religious counseling and who teaches courses in religion. Other activities in special seasons and throughout the year are available for further expression of religious interests.

Certain customs have developed through the years into vital traditions. These include Matriculation Day, Color Day, Chatham Day, the annual play contest, the annual song contest, the Christmas Candlelight Service, carol singing and Moving-Up Day.

The college attempts to develop students' particular abilities and interests, to teach them the importance of learning to live together and to take positions of responsibility and leadership in their own communities. Its co-curricular program is closely tied with its academic program to serve the same fundamental ends.

THE ENVIRONS

No American city has undergone as dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, almost overnight, one of the most interesting and progressive cities in the United States.

Over two billion dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is indeed fortunate to have the cultural facilities of such a city within minutes of the campus.

The natural science classes often visit the Buhl Planetarium and the Carnegie Museum. Science majors visit the laboratories of the Mellon Institute—unique in this country for industrial research—and many Chatham students are employed there after graduation. Sociology students work in city settlement houses; education students do student teaching in the city schools; drama students occasionally are cast for parts in the productions of the Playhouse and the Civic Light Opera; music students sometimes participate in concerts of the Pittsburgh Symphony.

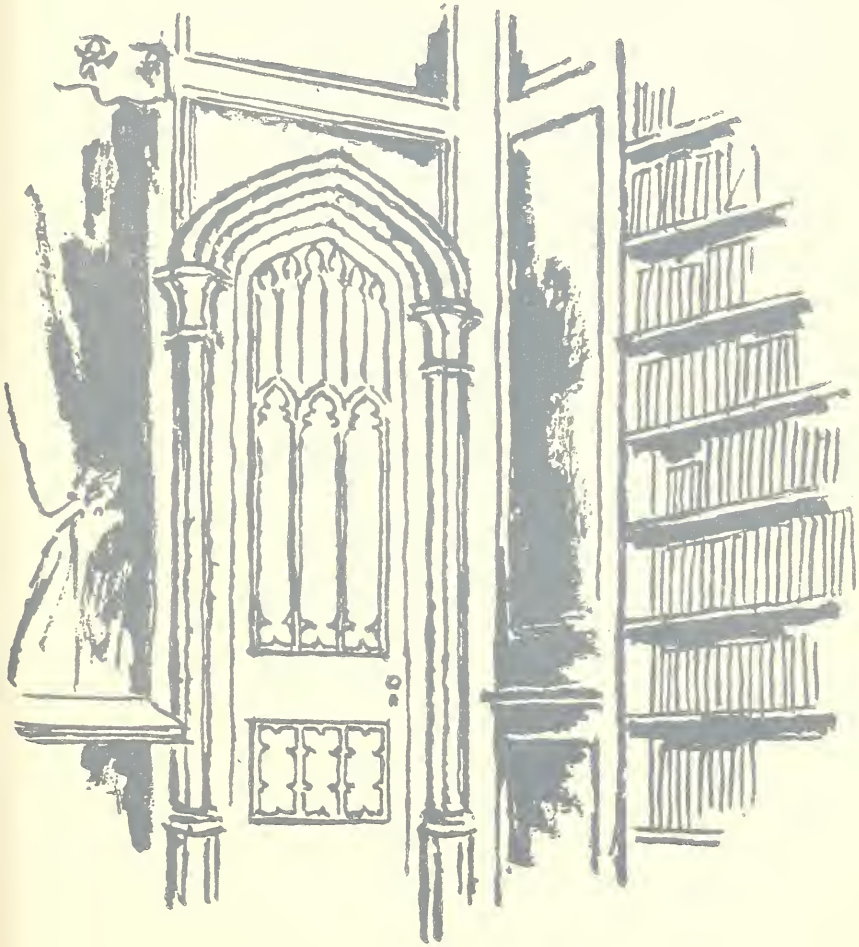
Many Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, the Music Guild series of vocal and instrumental artists, and concerts of visiting symphonies at student rates.

The International Exhibitions of Contemporary Painting, sponsored on alternate years by the Carnegie Institute, are both world famous and highly influential in the development of artistic appreciation in Pittsburgh. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are

exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art, the 130 Bellefield Studio, and the Pittsburgh Playhouse.

At the Nixon Theater, Broadway plays are produced and students have the opportunity to see current offerings that are occasionally pre-Broadway productions.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.



COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation from Chatham College are:

1. The passing of the following required courses* which are to be distributed over the four years.
   Human Development and Behavior B1-2 (6 hrs.)
   Natural Sciences B1 (choice of four) and B2 (7 hrs.)
   History of Western Civilization B1-2 (6 hrs.)
   Modern Society B101-102 (6 hrs.)
   World Issues B105 (3 hrs.)
   The Arts B1-2, B101-102 (12 hrs.)
   Philosophy of Life B-151-152 (6 hrs.)
   English Composition B1-2 (4 hrs.)
   Effective Speech B1-2 (4 hrs.)
   Physical Education B1, B2, B3, B4 (4 hrs.)
2. The demonstration of a reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a Tutorial in a major field under the individual supervision of the appropriate faculty member.
5. The successful completion of 124 semester hours.
6. The maintenance of a cumulative point standing of 2.00, a C average.
7. The completion of Senior General Examination.

DEGREES

THE DEGREE OF BACHELOR OF ARTS

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for

*A student will be excused from taking any of the required courses in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

graduation with a major approved for the Bachelor of Arts degree.

THE DEGREE OF BACHELOR OF SCIENCE

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology, in kindergarten education, and in elementary education.

MAJORS **(See Page 16.)**

FIELD MAJORS

Students meeting the requirements for admission to the junior class are offered major work in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology, and Spanish—leading to the degree of Bachelor of Arts; biology, chemistry and education—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the section presenting its courses. To the general requirements for graduation and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An Interdepartmental Major is offered for the superior student who desires as comprehensive an academic program as possible. By cutting across departmental lines it makes possible many combinations of courses. A student electing this major may combine subjects with reference to individual interests and objectives.

An Interdepartmental Major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

HONORS

At a special Honors Convocation each fall, Honors are announced for the Senior, Junior and Sophomore classes. This list consists of those students having a cumulative average of 3.40.

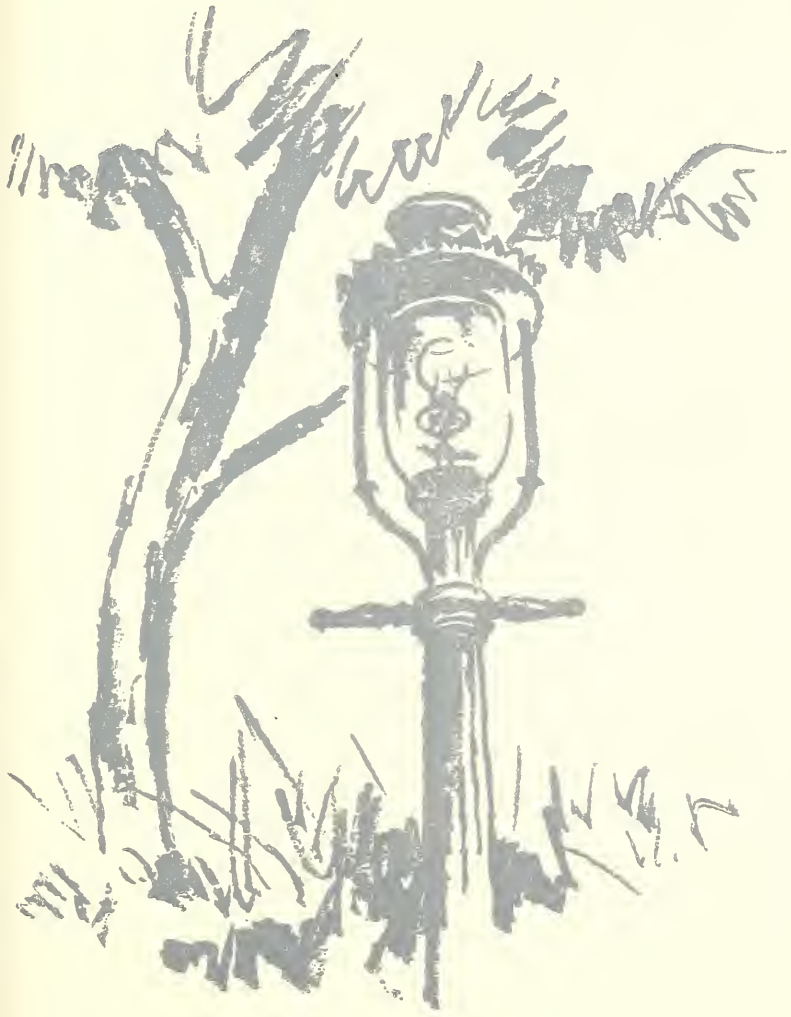
Honors are granted at graduation as follows:

High Honors: A cumulative average of 3.75

Honors: A cumulative average of 3.40

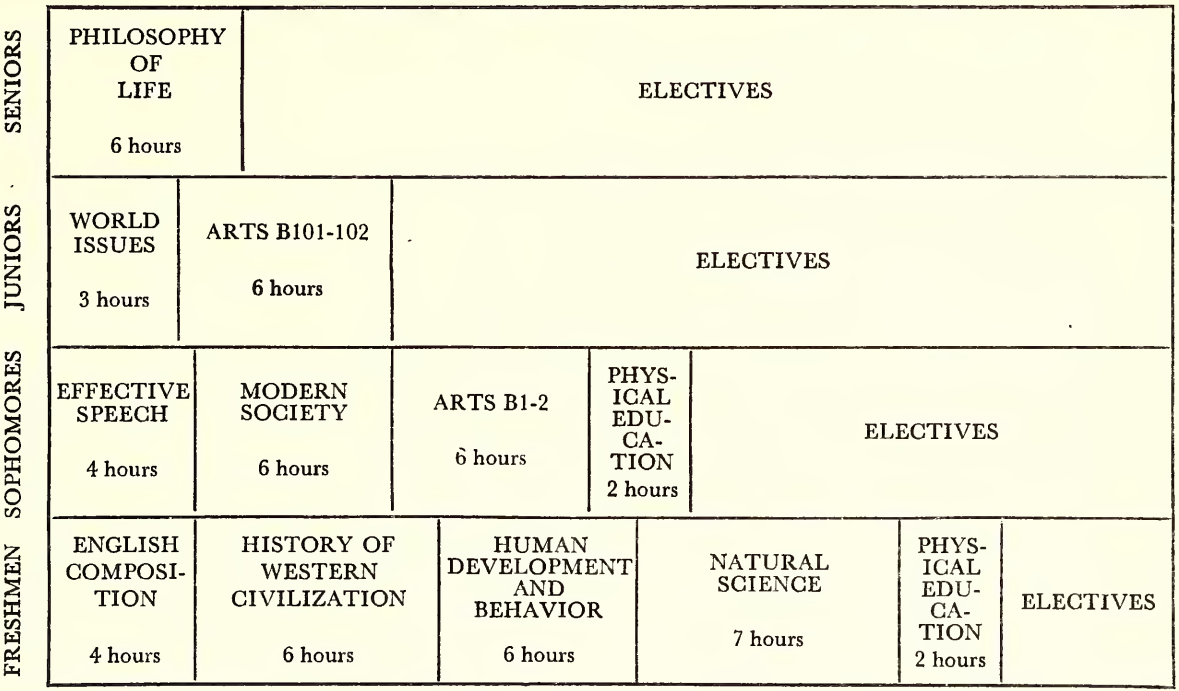
DEAN'S LIST

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.



DESCRIPTION OF COURSES

THE CHATHAM COLLEGE CURRICULUM



The titles of all courses in the Basic Curriculum are given above. All students take these unless exempted by examination. Elective courses are chosen by the student in terms of her individual interests, aspirations and capacities.

Description of Courses

BASIC CURRICULUM

AREA I

HUMAN DEVELOPMENT AND BEHAVIOR

B1-2. The origin, maturation, and optimal development of the bodily structures and functions which underlie human health and behavior. The exploration of basic psychological principles and patterns of development from birth through old age. The objective is to enable the student to understand herself and other people, and to meet effectively the typical problems involved in her physical, social, emotional and intellectual development. Three credits each semester. Mrs. Martin and Miss Vincent.

AREA II

NATURAL SCIENCES

B1. ASTRONOMY. Interpretation of the evidence concerning our planet, the solar system and the star galaxies. Three recitations and a two-hour laboratory period per week. Four credits.

B1. BIOLOGY. A study of the principles revealed by living organisms —their plan and structure, their functions, relationships and adaptation to their living and non-living environment. Three recitations and a two-hour laboratory per week. Four credits. Miss Barish and Mr. Stevenson.

B1. CHEMISTRY. Observations, hypotheses, theories and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory per week. Four credits. Mr. Wallace.

B1. PHYSICS. A study of elementary theory and application of mechanics, heat and sound. Three recitations and a two-hour laboratory per week. Four credits. Mr. Markle.

B2. THE HISTORY AND PHILOSOPHY OF SCIENCE. Lectures and discussion on the historical development of the natural sciences. The interrelationships of the social and economic aspects of science with special emphasis on its changing philosophy. Three credits. Miss Barish and Mr. Hayes.

AREA III

SOCIAL RELATIONSHIPS

B1-2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilizations and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Three credits each semester. Mr. Borsody, Miss Dysart and Mr. Griffith.

B101-102. MODERN SOCIETY. A course integrating the more salient features of the related disciplines of political science, economics, and sociology in the study of organization and functioning of modern society. Analysis of the leading problems posed for political, economic, and social institutions and the ways in which specific institutions both limit and augment the functioning of other institutions. Three credits each semester. Mr. Keefe and Mr. Ossman.

B105. WORLD ISSUES. A three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences on the relations between nations. Three credits. Mr. Liem.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A four-semester course, correlating work in the visual arts, drama, prose, fiction, poetry, music and the dance. To be taken as a sequence ordinarily in the sophomore-junior years. One lecture and two seminars each week. Three credits each semester. Mr. Cummins, Miss Eldredge, Mrs. Evanson, Mr. LeClair, Miss McGuire, Mr. Smith, Mr. Taylor, Mr. Wenneker and Mr. Wichmann.

B1. THE ARTS. Form and content in the arts; the classical point of view contrasted with the romantic attitude in the arts.

B2. THE ARTS. Our heritage in the arts—works representative of the Medieval period, the Renaissance, the Baroque period, the Age of Reason, and the Nineteenth Century romantic movement.

B101. THE ARTS. The modern scene, realism, impressionism, and symbolism.

B102. THE ARTS. Expressionism, experiment, and the search for order in the contemporary arts; a consideration of criticism and evaluation of the arts of past and present.

A workshop program which involves independent reading of novels and poetry and attendance at recommended concerts, plays, art exhibits, dance recitals, and lectures is correlated with each semester's work. During each semester the student writes eight reports evaluating these experiences. The course also presents each year a dramatic production of literary merit integrating music, dance and visual design in which students enrolled in the course may participate. The annual Arts Production is conceived as part of a four-year cycle recreating for each college generation masterworks from the major periods in the history of drama—fifth century Greece, the Renaissance, the Restoration theatre and the contemporary scene.

AREA V

ORGANIZATION OF EXPERIENCE

B151-152. PHILOSOPHY OF LIFE. A study of philosophical and religious points of view designed to guide the student in the formation of a consistent, comprehensive and workable philosophy of life. Open to seniors and to juniors with special permission. Three credits each semester. Mr. Arnett.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. See page 14.

B1-2. ENGLISH COMPOSITION. The course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write correctly. Since the skills which pertain to writing are essential to every course in college, the student is given direct practice with material from other courses. Two credits each semester. Mr. Cummins, Miss Eldredge, Mr. Lane, Miss McGuire, Mr. Zetler.

B1-2. EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Offered as a correlated course with Modern Society (required in the sophomore year). Two credits each semester. Mrs. Evanson, Mrs. Ferguson, Mr. Neeson, and Mr. Wenneker.

B1, B2, B3, B4. PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are formed to develop skill and to provide recreational value in each activity taken throughout the year. One credit each semester. Mrs. Beaman, Miss Tanton and Miss Ver Kruzen.

Departments of Instruction

The departments of instruction are arranged in alphabetical order. Courses numbered under 100 are open to freshmen. Generally odd numbered courses are first semester offerings; even numbered courses, second semester offerings.

If the numbers of a year course are separated by a hyphen —as French 1-2—the course may not be entered second semester and no credit is given for one semester's work. If the numbers of a year course are separated by a comma—as Art 3,4—the course may be entered either semester and taken for credit.

If no year is designated after the course description, the course is offered each year.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The College reserves the right to withdraw any course which is not elected by at least six students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

The letter B preceding a course indicates a course in the basic-curriculum.

Each student is required to complete a tutorial in her major field, except those majoring in elementary education. The elementary education students must do practice teaching as fulfillment of the tutorial requirement.

ART

Students majoring in art will be expected to take Art 1, 2, 3, 4, 5, 6, 101, 102, 111, 115 and 203-204. Courses in art may be taken in any sequence, but it is expected that students majoring in art will complete Art 1 through 6 before going on to advanced work.

1. DRAWING. Sketching and controlled exercises in figure and object drawing with emphasis on contour, form, movement and expressive qualities. Two credits first semester. Mr. Storey.

2. FIGURE DRAWING. The use of line, form, structure and composition in describing and interpreting the human figure. Various black and white media. Two credits second semester. Mr. Smith.

3,4. OIL PAINTING. Oil painting from still-life, landscape and the figure. Creative experimentation is encouraged and at the same time the disciplines of pictorial composition are emphasized. Three credits each semester. Mr. LeClair.

5,6. DESIGN. Functional design utilizing modern concepts and techniques. Color theory. Three-dimensional work in clay and construction in plastics, paper and wood. Fabric design. Three credits each semester. Mr. Storey.

101. HISTORY OF ART. Consideration of Ancient, Medieval and Renaissance art forms. Illustrated lectures, discussion, reading, visits to art galleries. Prerequisite: the Arts B1-2. Two credits first semester. Mr. Smith. 1957-58.

102. CONTEMPORARY ART. Emphasis on architecture, painting and sculpture of the twentieth century with attention to nineteenth century backgrounds. Illustrated lectures, readings, visits to art galleries. Prerequisite: Arts B1-2. Two credits second semester. Mr. Smith. 1957-58.

111. CLAY MODELING. A studio course in the fundamentals of clay modeling and the designing of sculpture to be cast or fired as terra cotta. Problems include both work from the model and abstract three-dimensional design. Three credits first semester. Mr. Smith. 1957-58.

112. SCULPTURE. The fundamentals of carving with emphasis upon sculptural design in permanent materials such as stone, wood, lead, and other metals. Three credits second semester. Mr. Storey. 1957-58.

114. WATERCOLOR. Creative composition in sketching from still-life, landscape and the model. After basic training in direct watercolor technique, the student is encouraged to develop a personal experimental approach to the medium. Three credits second semester. Mr. Storey.

115. COMPOSITION. Pictorial design taught with emphasis upon the way in which formal discipline is an aid to creative expression. The student is encouraged to formulate an expressive goal, to analyze the principles and techniques that may prove helpful and to proceed toward her objective in a systematic way. The casein medium is used. Prerequisite: Art 3,4. Three credits first semester. 1958-59.

117. CERAMICS. Introduction to the art of ceramics. Coil, slab and mold methods of pottery making; glazing and underglaze painting; biscuit and gloss firing; application of designs and textures to pottery. Craftsmanship and imaginative investigation of materials are encouraged. Three credits first semester. 1958-59.

121. COSTUME DESIGN AND ILLUSTRATION. Sketching from the costumed model. Students may elect to do laboratory problems in the field of costume design for the theatre or in fashion illustration for newspaper and magazine. Three credits first semester. 1958-59.

123. ADVERTISING ART. Consideration of layout, lettering and illustration for poster, pamphlet, magazine and newspaper. Problems in connection with student publications, exhibits, and other campus activities are encouraged. Three credits first semester. Mr. Smith. 1957-58.

125, 126. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. Prerequisite: completion of the Art courses required for a major, and permission of the head of the department. Three credits each semester. Art Faculty.

203-204. TUTORIAL. Three credits each semester. Art Faculty.

BIOLOGY

Students majoring in biology take Biology B1, which is prerequisite to all other biology courses with the exception of Biology 112, and twenty-six hours of biology including six hours of tutorial. Another laboratory science, languages and mathematics are highly recommended.

B1. BIOLOGY. See Basic Curriculum, page 46.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles and habitats of the invertebrate animals. Two lectures and four hours of laboratory. Four credits first semester. 1958-59.

8. COMPARATIVE VERTEBRATE ANATOMY. A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Two lectures and four hours of laboratory. Four credits first semester. Mr. Stevenson.

9, 10. PLANT SCIENCE. A general study of the plant kingdom of the past and the present. Two lectures and four hours of laboratory. Four credits each semester. 1958-59.

101. GENERAL BACTERIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, distribution and importance to man. Two lectures and four hours of laboratory. Four credits first semester. Miss Barish.

102. ADVANCED GENERAL BACTERIOLOGY. Further study of bacteria fungi, viruses and laboratory techniques. Prerequisite: Biology 101. Two lectures and four hours of laboratory. Four credits second semester. Miss Barish. 1957-58.

107, 108. HISTOLOGY AND MICROTECHNIQUE. The study and preparation of plant and animal tissues for microscopic examination and interpretation. Two lectures and four hours of laboratory. Four credits each semester. Two credits each semester with permission of instructor. Mrs. Martin and Mr. Stevenson. 1957-58.

109. GENETICS. A study of the principles and cytological mechanisms of inheritance in plants and animals. Two lectures and four hours of laboratory. Four credits first semester. Two credits with permission of the instructor. 1958-59.

110. VERTEBRATE EMBRYOLOGY. The study of the development of the vertebrate body from fertilization to hatching or birth. Prerequisite: Biology 8 recommended. Two lectures and four hours of laboratory. Four credits second semester. 1958-59.

112. EDUCATION CONCERNING MARRIAGE. Discussion of the social, physical, psychological, economic, legal, ethical and spiritual aspects of marriage. This course is not credited toward a biology major. Three credits second semester. Mrs. Martin.

114. PHYSIOLOGY. A study of the functions of tissues and systems in man. Two lectures and four hours of laboratory. Four credits second semester. Mr. Stevenson.

201-202. TUTORIAL. Required of juniors majoring in biology. Library training in preparation for Biology 203-204. One credit each semester. Biology Faculty.

203-204. TUTORIAL. Two credits each semester. Biology Faculty.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry B1, Chemistry 2, 103, 104, 105, 106, either 107 and 108 or 109-110, 201-202, 203-204.

Candidates for the B.S. degree in chemistry will take five one-year courses in chemistry, plus Chemistry 201-202 and 203-204; physics and mathematics through calculus. They are also required to have a reading knowledge of German.

B1. CHEMISTRY. See Basic Curriculum, page 46.

2. INORGANIC CHEMISTRY. A detailed study of the metallic and non-metallic elements and their compounds including theory involved. Two lectures, one recitation and one two-hour laboratory per week. Four credits second semester. Mr. Wallace.

103. QUALITATIVE ANALYSIS. Theory and laboratory practice involving the separation and identification of anions and cations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits first semester. Miss Trammell.

104. QUANTITATIVE ANALYSIS. The theory and practice of gravimetric and columetric analysis including precipitation, acidimetry, alkalimetry and oxidation-reduction determinations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits second semester. Miss Trammell.

105. ORGANIC CHEMISTRY. A study of the preparations, reactions and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Prerequisite: Chemistry 2. Two lectures, one recitation and six hours of laboratory. Five credits first semester. Mr. Wallace.

106. ORGANIC CHEMISTRY. Extensive comparison and contrast between aliphatic and aromatic compounds. Laboratory work: organic preparations and qualitative analysis of organic compounds and mixtures. Prerequisite: Chemistry 105. Two lectures, one recitation and six hours of laboratory. Five credits second semester. Mr. Wallace.

107. ADVANCED QUANTITATIVE ANALYSIS. Atomic (electronic) structure of the elements, types of bonding and relation of these to the properties of elements and compounds. Non-aqueous systems. Nuclear chemistry. Prerequisites: Chemistry 104 and 106. Two lectures and six hours of laboratory. Four credits first semester. Miss Trammell.

108. BIOCHEMISTRY. Study of carbohydrates, fats, proteins, and of animal metabolism including the analysis of body fluids, tissues and catabolic products. Prerequisite: Chemistry 104 and 106. Four credits second semester. Miss Trammell.

109-110. PHYSICAL CHEMISTRY. Properties of gases, liquids, solids and solutions; thermochemistry; chemical kinetics; electrochemistry and atomic theory. Prerequisites: Chemistry 104, Physics 2, and mathematics 101, 102. Two lectures, one recitation and six hours of laboratory. Four credits each semester. Mr. Markle.

201-202. TUTORIAL. Required of juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One credit each semester. Chemistry Faculty.

203-204. TUTORIAL. Two credits each semester. Chemistry Faculty.

DRAMA AND SPEECH

Students majoring in Drama and Speech are expected to take a minimum of thirty hours in the department including Drama 3-4, Drama 5-6 or Drama 101-102, Drama 103, 104 or Drama 107, 108, and the tutorial. Effective Speech B1-2 is not considered part of the major.

B1-2. See EFFECTIVE SPEECH B1-2 under Basic Curriculum, page 49.

3-4. INTRODUCTION TO DRAMA. This course is oriented toward the general student who wishes a cultural background in the literature of drama through emphasis on the nature of the play as a reflection of national culture. Tickets to assigned professional and non-professional plays are furnished to the students and attendance both at the performance and the following discussions is an integral part of the course. Two lectures, two hours of Drama Workshop. Open to first year students. Three credits each semester. Mr. Neeson.

5-6. ACTING. A study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Attention is given to the physical movement as it affects individual poise. Two lectures, two hours of Drama Workshop. Open to first year students. Three credits each semester. Mrs. Evanson.

101-102. DIRECTING. A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theater-in-the-round and other modifications of conventional staging will be considered. This course will prepare students for leadership in college and community drama programs. Prerequisite: Drama 3-4. Two hours lecture, two hours Drama Workshop. Three credits each semester. Mr. Wenneker. 1957-58.

103, 104. DRAMATIC CRITICISM. A course in the theory, practice and history of criticism as it relates to the literature of the drama. Second semester emphasis is upon contemporary and current drama. Tickets to assigned professional and non-professional productions will be furnished. Prerequisite: Drama 3-4 or its equivalent. Three credits each semester. Mrs. Ferguson. 1957-58.

105. ORAL COMMUNICATION. A course designed to improve the student's own speech, to help her recognize speech problems and to understand the functional aspects of these problems. Students with minor speech problems receive practical individually directed aid. Three credits second semester. 1957-58.

106. GROUP COMMUNICATION. An advanced course in community discussion aimed to develop the individual into a participating, purposeful, responsible member of the group. Community leaders and students from other colleges to be invited to the campus for discussion participation. Prerequisite: Speech B 1-2, or permission of the instructor. Three credits first semester. 1957-58.

107, 108. COMPARATIVE DRAMA. Studies in the development of the drama from the Greek to our time. Through discussion and class presentation significant plays will be considered in relation to the theatrical and social conditions in which they originated and the permanent ideas they express. Three credits each semester. 1958-59.

203-204. TUTORIAL. Three credits each semester. Drama Faculty.

ECONOMICS

Students majoring in economics take Economics 103, 109, 119, 120, 203-204 and two of the following: Economics 111, 113, 114. Statistics is recommended. Courses in other fields will be chosen according to the candidate's special interests after consultation with the chairman of the department.

103. INTRODUCTION TO ECONOMICS. A study of the development and characteristics of the modern economic system. An analysis of significant concepts and of the principles influencing production, price determination, consumption and distribution. Three credits first semester. Mr. Ossman.

105. ECONOMICS FOR CONSUMERS. The role of the consumer in modern economic society. Attention is given to the influence of the distribution of national wealth and income, banking, advertising, installment selling, co-operative movement, investments, insurance, and other forces upon consumer behavior. Three credits second semester. Mr. Ossman. 1957-58.

109. MONEY AND BANKING. The growth of the banking system with special attention to the policies and techniques of the Federal Reserve System. Special attention is given to the relation between the policies and operations of the banking system and economic stability. Prerequisite: Economics 103. Three credits. 1958-59.

111. MANPOWER ECONOMICS. A study of the labor supply and its relation to the economy. Particular attention is given to the union movement and labor legislation. Prerequisite: Economics 103 or permission of the instructor. Three credits second semester. Mr. Ossman. 1957-58.

113. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits. 1958-59.

114. INTERNATIONAL ECONOMICS. The struggle for raw materials and markets, the use of tariffs and subsidies, the role of foreign exchange control, the influence of commodity and capital movements, and the history of commercial policy. Prerequisite: Economics 103. Three credits. 1958-59.

119, 120. HISTORY OF ECONOMIC PHILOSOPHY. The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester. Mr. Macek. 1957-58.

203-204. TUTORIAL. Three credits each semester. Economics Faculty.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary, elementary or kindergarten-primary school certification when they satisfactorily complete the specific requirements of that state and the college requirements for the bachelor's degree.

In Pennsylvania, the minimum education requirements for the college provisional certificate for secondary school teaching are eighteen semester hours including Education 181-182, 190, 197 and 199. In addition it is necessary to have completed at least eighteen semester hours in each subject in which the student wishes to be certified to teach. United States history with emphasis on the history of Pennsylvania (History 161) is required for all teachers in the public schools of the state. This requirement is in addition to the other requirements.

Students preparing to teach on the elementary level are required to take Education 181-182, 187-188, 189, 191, 192, 195, 196 and Psychology 103. In addition they must take History 161 (American history with special emphasis on Pennsylvania history) and possess or acquire an elementary skill in piano.

Students preparing to teach in the kindergarten-primary level are required to take Education 181-182, 183-184, 185, 191, 192, 193, 194, and Psychology 103. In addition, they must take History 161 (American history with special emphasis on Pennsylvania history) and possess or acquire an elementary skill in piano.

181-182. THE TEACHING ENTERPRISE. Orientation and introduction to education is provided through a study of the history and philosophy, principles and administration of education on the kindergarten, elementary and secondary levels. The second semester includes materials in the area of educational psychology, such as the relation of principles of growth and development to the learning process, the psychology of classroom management and control, guidance and evaluation. Particular emphasis is given to guided observation in the public schools. Three credits each semester. Mr. Aldrich.

183-184. GENERAL AND SPECIFIC TEACHING METHODS ON THE KINDERGARTEN-PRIMARY LEVEL. Principles of kindergarten-primary education, curriculum construction, methods and materials including the use of audio-visual aids. It consists of preparation for the teaching of the language arts including reading, writing, speaking and listening, literature, arithmetic, social studies, geography, science, health and play and games. Specialists in various fields are called in as needed. Particular emphasis is given to guided observation in the public schools. Three credits each semester. Miss Zimmerman.

185. GENERAL AND SPECIFIC TEACHING METHODS ON THE KINDERGARTEN-PRIMARY LEVEL. A continuation of the integrated kindergarten-primary methods sequence described in 183-184. Three credits first semester. Miss Zimmerman.

187-188. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. It consists of preparation for the teaching of the language arts including reading, writing, speaking and listening, social studies, literature, arithmetic, geography, science, health, play and games. Particular emphasis is given to guided observation in the public schools. Three credits each semester. Miss Zimmerman.

189. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. A continuation of the integrated elementary methods sequence described in 187-188. Three credits first semester. Miss Zimmerman.

190. GENERAL AND SPECIFIC TEACHING METHODS ON THE SECONDARY LEVEL. Principles of secondary education, curriculum construction, methods and materials including the use of audio-visual aids. The course provides a well-rounded preparation for student teaching in various fields. Particular emphasis is given to guided observation in the public schools. Three credits second semester. Mr. Aldrich.

191. MUSIC EDUCATION. Aims and objectives, principles, methods and materials in the teaching of music in the kindergarten and primary grades. Guided observations are made in the public schools. Three credits first semester. Mr. Malfatti.

192. ART EDUCATION. Aims and objectives, principles, methods and materials in the teaching of art in the kindergarten and elementary grades. Guided observations are made in the public schools. Three credits second semester. Mr. Smith.

193. KINDERGARTEN-PRIMARY OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on the kindergarten-primary level in the public schools under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Nine credits first semester. Miss Zimmerman.

194. SEMINAR FOR KINDERGARTEN-PRIMARY TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Three credits second semester. Miss Zimmerman.

195. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on the elementary level in a public school under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Nine credits first semester. Miss Zimmerman.

196. SEMINAR FOR ELEMENTARY TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Three credits second semester. Miss Zimmerman.

197. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on both the junior and senior high levels in a public school under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Six credits first semester. Mr. Aldrich.

199. SEMINAR FOR SECONDARY SCHOOL TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically and through practical observation. Three credits first semester. Mr. Aldrich.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. Freshman composition is not considered part of the major. The minimum requirement includes English 101A, 111A, 121A and one semester of Advanced Writing or Creative Writing, one semester of Shakespeare, and one semester of Major American Writers.

B1-2. ENGLISH COMPOSITION. See Basic Curriculum, page 48.

101A. LITERARY EXPLORATIONS AND DISCOVERIES, FROM BEGINNINGS TO 1616 A.D. A study of significant works in England, together with Continental influences upon them from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry, prose, and drama of the Elizabethan Age. Three credits second semester. Miss Eldredge.

103. EPIC MYTHOLOGY AND BALLAD. The first part of the course will be devoted to a study of the epic as illustrated by the *Odyssey,* the *Iliad, Beowulf,* the *Volsung Saga,* the *Nibelungenlied,* the *Song of Roland,* the *Eddas,* and the *Kalevala.* The second section will treat the folk ballad, with particular emphasis on the Childe collection. Three credits second semester. Miss Eldredge. 1957-58.

104. CHAUCER. A study of the major Chaucerian works: *Book of the Duchess, The Parliament of Fowls, Troilus and Cresseide,* the *Legend of Good Women, and The Canterbury Tales,* with emphasis on English culture and the changes brought about in it during the early Renaissance. Three credits. 1958-59.

105, 106. SHAKESPEARE. In the first semester, a study of the major comedies and historical plays, as well as *Venus and Adonis* and *The Rape of Lucrece.* The second semester offers the major tragedies and the sonnets. Prerequisite: English 101A. Three credits each semester. Miss Eldredge.

111A. SPIRIT, REASON, AND ROMANTICISM IN LITERATURE, 1616 THROUGH 1832 A.D. A study of selected significant works in the development of English literature from the metaphysical poets and Milton through Dryden, Pope, Swift and the Romantic writers. Poetry, prose, and drama of the seventeenth, eighteenth, and early nineteenth centuries will be studied in relation to important social, political and cultural events which they reflect or illustrate or against which they show revolt. Three credits first semester. Mr. Cummins.

113. MILTON AND THE METAPHYSICAL POETS. A study of the lyric and reflective poetry of Donne and his followers, and of the poetry and selected prose of Milton, with emphasis on the interplay of science and religion. Three credits. 1958-59.

115. DEVELOPMENT OF ENGLISH PROSE, 1616 THROUGH 1832 A.D. The development of English prose as an artistic medium in essay, play and the novel. Such essayists as Bacon, Sir Thomas Browne, Swift, Addison and Steele, and Johnson will be studied and such novelists as Fielding, Sterne, Smollet, Austen, the Gothic writers and Scott will be examined. Also dramatists Ford, Congreve and Sheridan will be studied. Three credits. 1958-59.

118. THE ROMANTIC WRITERS. A study of the chief writers of the Romantic movement: Blake, Burns, Wordsworth, Coleridge, Keats, Byron and Shelley, with some attention to the prose writers of the period. Three credits second semester. Mr. Lane. 1957-58.

121A. CONFLICT, IDEALISM, AND DISILLUSIONMENT IN LITERATURE, 1832 TO THE PRESENT. Representative works dealing with the origin and development of prominent intellectual and esthetic movements in English and American literature, and the social, political and cultural events which they reflect. Three credits first semester. Miss McGuire.

122. THE VICTORIAN POETS. A study of the major poets from Tennyson, Browning, and the Pre-Raphaelites to the death of Queen Victoria. Reading and critical analysis, with emphasis on poetic form, imagery, symbolism and personality. Three credits. 1958-59.

124. THE NOVEL, 1832 THROUGH 1909 A.D. An examination of important English masterpieces in the novel as turning points in the development of the form and as reflections of the age. From Dickens, through the works of such prose artists as the Brontes, Thackeray, Meredith, Eliot, and Hardy. Three credits first semester. Mr. Cummins. 1957-58.

125, 126. MAJOR AMERICAN WRITERS. First semester: a study of the major American writers of prose and poetry from Irving and his predecessors through the Transcendentalists to the Civil War. Second semester deals with writers from the Civil War through such writers as Twain, Howells, Crane and James to Hemingway. Prerequisite: English 121A. Three credits each semester. Miss McGuire and Mr. Lane.

128. TWENTIETH CENTURY LITERATURE. A study of the poetry and prose of England and America, examining such poets as Hardy, Yeats, Stevens, Williams and Thomas. A reading of the English prose writers from the Georgians to the present day, and of such American prose writers as are representative of the post-World War I novelists and critics. Three credits first semester. Mr. Lane. 1957-58.

131,132. ADVANCED WRITING. Attention is given to phrasing, connotation, denotation, description and narration. Models from modern writing in characterization and description are used. Three credits each semester. Mr. Zetler.

133,134. CREATIVE WRITING. Various types of original composition, primarily the short story. Analysis of conventional and modernistic types of writing. Three credits each semester. Mr. Cummins, 1957-58.

135. WORKSHOP IN JOURNALISM. News and feature writing, newspaper techniques and practices. Three credits. 1958-59.

203-204. TUTORIAL. Three credits each semester. English Faculty.

FAMILY LIVING

Students majoring in Family Living, an interdepartmental major, are expected to take Family Living 1-2, 3-4, 101-102, and the tutorial, in addition to Biology 112 and one of the following: Economics 105, Psychology 103, Sociology 111.

1-2. TEXTILES AND CLOTHING. A survey of textile fibers and fabrics; historic and contemporary styles in their relation to design, line, color, selection and construction of family clothing. Two lectures and one three-hour laboratory per week. Three credits each semester. Mrs. Greene. 1957-58.

3-4. FOODS AND NUTRITION. The principles of nutrition and food preparation for the family. Two lectures and one three-hour laboratory per week. Three credits each semester. 1958-59.

101-102. HOME MANAGEMENT PRACTICUM AND SEMINAR. Students live in Gateway House throughout the year; during the first semester they study family finances, care and use of equipment, study and selection of home furnishings. During the second semester students are responsible for the complete management of the house, and budget, buy for and prepare two meals for three days each week. Three credits each semester. Mrs. Greene.

103. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE (Identical with Psychology 103). Psychological growth and development from birth to adulthood as it is affected by physical and sociological as well as psychological factors. Special attention is given to the application of principles and facts to practical situations in home, school and community. Prerequisite: HD&B B1-2 or HD&B B1-2 exemption. Three credits. Mr. Karpf.

105. ECONOMICS FOR CONSUMERS (Identical with Economics 105). The role of the consumer in modern economic society. Attention is given to the influence of the distribution of national wealth and income, banking, advertising, installment selling, co-operative movement, investments, insurance, and other forces upon consumer behavior. Three credits second semester. Mr. Ossman. 1957-58.

111. THE FAMILY (Identical with Sociology 111). The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits first semester. Miss Elliott. 1957-58.

112. EDUCATION CONCERNING MARRIAGE (Identical with Biology 112). Discussion of the social, physical, psychological, economic, legal, ethical, and spiritual aspects of marriage. Three credits second semester. Mrs. Martin.

203-204. TUTORIAL. Three credits each semester. Mrs. Greene.

FRENCH

See Modern Languages, Page 70.

GERMAN

See Modern Languages, Page 71.

GREEK LANGUAGE AND LITERATURE

1-2. ELEMENTARY GREEK. Grammar, composition, Xenophon: selections from the Anabasis or the Memorabilia. Open to all students. Three credits each semester.

3-4. GREEK AND LATIN LITERATURE IN TRANSLATION. Selected works that express life and thought of times when written and that have influenced literature, philosophy and art of later ages. Open to all students. Three credits each semester.

HISTORY

Students majoring in history are required to take a minimum of four year-courses in the department (including the History of Western Civilization) plus the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval history, and Modern European History. Those students who are exempted from the History of Western Civilization as a requirement for the basic curriculum substitute another year course in history to complete the major.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended.

B1-2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 47.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Origins of civilization in the Ancient Orient, followed by a survey of political, economic and cultural developments among the Greeks. Three credits first semester. 1958-59.

102. HISTORY OF ROME TO 476 A.D. The rise and decline of Rome as a world power, economic and social problems, and cultural developments in the Roman state. Three credits second semester. 1958-59.

111. HISTORY OF THE EARLIER MIDDLE AGES, FIFTH THROUGH ELEVENTH CENTURIES. Movement of the people and spread of their cultures from the time of the Germanic migrations through the First Crusade; development in political, legal and economic institutions; the Christian Church and its influences; learning, literature and the arts of the period. Three credits first semester. 1958-59.

112. HISTORY OF THE LATER MIDDLE AGES, TWELFTH THROUGH FIFTEENTH CENTURIES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflict between church and state; learning, literature and art of the period. Three credits second semester. 1958-59.

113. HISTORY OF EUROPE FROM 1500 to 1713. A survey of developments in Europe from the Age of Reformation to the Peace of Utrecht. The course includes political, religious, economic and social as well as intellectual developments. Three credits first semester. 1958-59.

114. HISTORY OF EUROPE FROM 1713 to 1815. A survey of the Age of Enlightenment, the rise of Prussia and Russia, the French Revolution and the Napoleonic period. Three credits second semester. 1958-59.

121. HISTORY OF EUROPE FROM 1815 to 1870. The political, social and cultural history of Europe from the Congress of Vienna to 1870. Three credits first semester. Mr. Borsody. 1957-58.

122. HISTORY OF EUROPE FROM 1870 TO THE PRESENT. Political and social reform; cultural, scientific and economic movements; the expansion of Europe; the two World Wars and events following to the present time. Three credits second semester. Mr. Borsody. 1957-58.

131. HISTORY OF EARLY MODERN ENGLAND. The political, social, intellectual and economic history of England during the sixteenth, seventeenth, and eighteenth centuries, with special attention to the developments of empire and commonwealth. Three credits first semester. Mr. Griffith. 1957-58.

132. HISTORY OF MODERN ENGLAND AND THE COMMONWEALTH. The political, social, intellectual and economic history of England during the eighteenth, nineteenth and twentieth centuries with special attention to the developments of empire and commonwealth. Three credits second semester. Mr. Griffith. 1957-58.

151. HISTORY OF CZARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits first semester. 1958-59.

152. HISTORY OF SOVIET RUSSIA. The crisis of Czarist Russia, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits second semester. 1958-59.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits first semester. Mr. Griffith.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits second semester. Mr. Griffith.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science and the arts. Three credits first semester. 1958-59.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865 giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits second semester. 1958-59.

202. JUNIOR TUTORIAL. Techniques of historical investigation and research. Background and preliminary training for the work of the Senior Tutorial. Two credits second semester. History Faculty.

203-204. TUTORIAL. Two credits each semester. History Faculty.

LATIN

3-4. INTERMEDIATE LATIN. Selections from the works of Cicero and Vergil. Open to students who present two or three units of secondary school Latin. Three credits each semester.

MATHEMATICS

Students majoring in mathematics are expected to take Mathematics 5, 6, 101, 102, 203-204 and four of the following: Mathematics 103, 104, 105, 106, 108.

5. COLLEGE ALGEBRA AND TRIGONOMETRY. A unified course in the essentials of the two subjects. Prerequisite: one and one-half years of high school algebra. Three credits first semester. Mr. Laush.

6. ANALYTICAL GEOMETRY. Prerequisite: Mathematics 5. Three credits second semester. Mr. Laush.

10. ELEMENTARY STATISTICS (Identical with Psychology 105). Three credits first semester. Mr. Foltin.

101, 102. DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite: Mathematics 6. Three credits each semester. Mr. Bryson.

103. ADVANCED DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite: Mathematics 102. Three credits first semester. 1957-58.

104. DIFFERENTIAL EQUATIONS. Prerequisite: Mathematics 103. Three credits second semester. 1958-59.

105. THEORY OF EQUATIONS AND DETERMINANTS. Prerequisite: Mathematics 5. Three credits first semester. 1958-59.

106. FUNDAMENTAL CONCEPTS OF MATHEMATICS. Logic and its application to the fundamental concepts of algebra and geometry. Prerequisite: Mathematics 102. Three credits first semester. 1957-58.

108. PROJECTIVE GEOMETRY. A study of pure projective geometry in the plane. Prerequisite: Mathematics 102. Three credits second semester. 1957-58.

203-204. TUTORIAL. Three credits each semester. Mathematics Faculty.

MODERN LANGUAGES

Requirements for a Major. Students majoring in the department of modern languages are expected to take a minimum of thirty hours in one foreign language, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103, 104 are required of all majors; 101, 102 is a prerequisite to all advanced courses in literature.

The College Language Requirement. (See page 14.) The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the four following conditions:

1. Four years of the same foreign language in secondary school
2. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college
3. Two years of the same foreign language in college
4. A score on the foreign language exemption examination equivalent to the national norm for two years of college study

The Language Laboratory. A language laboratory equipped with phonographs, tape recorders and other realia is at the disposal of all students who wish to improve their pronunciation and ability to converse in the foreign language. Laboratory work will be required of those who are deficient in good pronunciation, and is recommended for all students.

FRENCH

1-2. BEGINNING FRENCH. The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mr. McLaren.

3-4. INTERMEDIATE FRENCH. Readings in aspects of French civilization and representative literary texts. Review of grammar. Practice in spoken French. Prerequisite: two years of secondary school French or French 1-2. Three credits each semester. Mrs. Russell.

101, 102. SURVEY OF FRENCH LITERATURE. An introduction to literature from the medieval epic, through the classical period, the Enlightenment, Romanticism and Realism to the present day. Lectures and *analyses de textes* supplemented by practice in oral and written French. Prerequisite: French 3-4 or satisfactory score on French placement test. Three credits each semester. Mr. McLaren.

103, 104. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Prerequisite: exemption of language requirement in French and permission of the department. Two credits each semester. Mr. McLaren and Mrs. Russell. 1957-1958.

107, 108. LITERATURE OF THE SEVENTEENTH CENTURY. The Golden Age. Literary trends in French classicism. Descartes, Pascal, La Fontaine; the theater of Corneille, Racine, Moliere. Prerequisite: French 101, 102. Three credits each semester. 1958-1959.

109. LITERATURE OF THE EIGHTEENTH CENTURY. The Age of Enlightenment. The growth of modern thought and criticism. Montesquieu, Diderot, Voltaire, Rousseau. Prerequisite: French 101, 102. Three credits first semester. Mrs. Russell. 1957-1958.

110. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism, Naturalism and Symbolism in poetry, drama and the novel. Hugo, Balzac, Baudelaire, Flaubert, Rimbaud. Prerequisite: French 101, 102. Three credits second semester. Mr. McLaren. 1957-1958.

115, 116. LITERATURE OF THE TWENTIETH CENTURY. The contemporary drama from the Theatre Libre through the myth writers and existentialism. Also the poetry of Claudel and Valery and the prose techniques of Proust, Gide, Giono and Malraux. Prerequisite: French 101, 102. Three credits each semester. 1958-1959.

119, 120. INDEPENDENT READING. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: French 101, 102 and permission of the department. Three credits each semester. French Faculty.

203-204. TUTORIAL. Three credits each semester. French Faculty.

GERMAN

1-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building and reading. The conversational approach to reading is stressed. Three credits each semester. Mrs. Hering.

S3-4. SCIENTIFIC GERMAN. Review of grammar; building a specialized vocabulary; intensive reading in general science, extensive reading in the student's major field. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester. Mrs. Hering.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of literature from the eighteenth century to the present. Reading of representative works, supplemented by lectures and discussion. Prerequisite: satisfactory score on German placement test. Three credits each semester. Mr. Davis.

103. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation. Prerequisite: permission of the department. Three credits first semester. Mr. Davis. 1957-1958.

105, 106. THE CLASSICAL PERIOD OF GERMAN LITERATURE. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller and Goethe. Prerequisite: German 101, 102. Three credits each semester. 1958-1959.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism and Naturalism. Prerequisite: German 101, 102. Three credits second semester. Mr. Davis. 1957-1958.

119, 120. INDEPENDENT READING. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: German 101, 102 and permission of the department. Three credits each semester. German Faculty.

203-204. TUTORIAL. Three credits each semester. German Faculty.

SPANISH

1-2. BEGINNING SPANISH. The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mr. Cardona.

3-4. INTERMEDIATE SPANISH. Readings in aspects of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester. Miss Hutman.

101, 102. SURVEY OF SPANISH LITERATURE. An introduction to literature from the medieval epic to the present day with stress on the Golden Age and the Nineteenth and Twentieth centuries. Lectures and discussion of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3-4 or satisfactory score on Spanish placement test. Three credits each semester. Miss Hutman.

103, 104. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Prerequisite: exemption of language requirement in Spanish and permission of department. Two credits each semester. Mr. Cardona. 1957-1958.

109, 110. THE LITERATURE OF SPANISH AMERICA. An introduction to Spanish American literature from the Colonial period to the present day with stress on the nineteenth and twentieth centuries. Prerequisite: Spanish 101, 102. Three credits each semester. 1958-1959.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis (1) on the theater of Lope de Vega, Calderon de la Barca and their schools, and (2) on Cervantes' *Don Quixote*. Prerequisite: Spanish 101, 102. Three credits each semester. 1958-1959.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism and Naturalism in poetry, drama and the novel. Duque de Rivas, Larra, Espronceda, Zorrilla and Galdos. Prerequisite: Spanish 101, 102. Three credits first semester. Mr. Cardona. 1957-1958.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, Lorca, Machado and Jimenez. Prerequisite: Spanish 101, 102. Three credits second semester. Mr. Cardona. 1957-1958.

119, 120. INDEPENDENT READING. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: Spanish 101, 102 and permission of the department. Three credits each semester. Spanish Faculty.

203-204. TUTORIAL. Three credits each semester. Spanish Faculty.

MUSIC

MINIMUM REQUIREMENTS FOR MUSIC MAJORS

VOICE
14 hours vocal instruction
2 hours piano
18 hours language of music
6 hours history of music
2 years membership in chapel choir or college chorus

PIANO, ORGAN, ORCHESTRAL INSTRUMENTS
16 hours of applied music
18 hours language of music
6 hours history of music

THEORY OF MUSIC AND COMPOSITION
Minimum of 8 hours of applied music
24 hours language of music
6 hours history of music

Applied music involves a minimum of one hour instruction per week. In addition to the above, all music majors fulfill the tutorial requirements.

Music majors may apply a maximum of sixteen credits in applied music toward fulfillment of the graduation requirement of 124 semester hours of passing grade. Non-music majors may apply a maximum of eight credits in applied music.

Applied Music Fees are listed on page 104.

THE LANGUAGE OF MUSIC

This sequence of courses is planned to give students musical comprehension and enjoyment based on the hearing and discussion of the evolution of the art.

The practices and procedures of music will be heard and discussed as an emotional language of melody, harmony, counterpoint, form, and orchestration leading to the experience of hearing music in its own terms.

1-2. MATERIALS OF MUSIC I. A course designed to familiarize the student with elementary materials, techniques and abilities involved in the study and practice of music. Three credits each semester. Mr. Taylor.

101-102. MATERIALS OF MUSIC II. A working knowledge of the essentials of common practice, harmony and contrapuntal movement in music. Three credits each semester. Mr. Taylor.

111-112. MATERIALS OF MUSIC III. A study on an advanced level of significant musical expression with emphasis on formal organization through analysis and practice. Three credits each semester. Mr. Taylor.

121-122. MATERIALS OF MUSIC IV. Special work, of advanced nature, on a group or individual basis may be arranged with a member of the department. Three credits each semester. Mr. Taylor.

MUSIC HISTORY AND LITERATURE

3-4. MUSIC LITERATURE. Music's place in the growth of civilization, with stress on both the appreciative and historical aspects of the art; the art of intelligent listening; the development of the chief forms and instruments of musical expression; an introduction to a substantial body of music. Three credits each semester. Mr. Wichmann.

103. PRE-BACH MUSIC. A critical study of the history of music up to the early eighteenth century: the part music played in Greek culture; the music of the early Christian Church; the polyphony of the Middle Ages, culminating in the great achievements of the sixteenth century and the development of instrumental music up to Bach. Three credits first semester. Mr. Wichmann. 1957-58.

104. CONTEMPORARY MUSIC. A study of the more important recent trends, American as well as European, beginning with the late nineteenth century nationalism and the diffusion of Romanticism. Relationship with concurrent political, industrial and social movements, as well as contributions in other fields of art are stressed. Three credits second semester. Mr. Taylor. 1957-58.

MUSIC 113. DEVELOPMENT OF OPERA. An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theatre in Europe and America. Three credits first semester. 1958-59.

MUSIC 114. MUSIC IN THE AMERICAS. The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits second semester. 1958-59.

203-204. TUTORIAL. Three credits each semester. Music Faculty.

APPLIED MUSIC

Credit for applied music is based on an examination at the end of each semester. In order to secure two semester credits in applied music, a student must take one hour (or two half-hour) lessons per week, accompanied by a minimum of six hours practice per week. One semester hour of credit is given for a half-hour lesson plus six hours practice per week. The full amount of credit is given by the instructor only when the student gives clear evidence of having practiced the prescribed number of hours.

17-18. APPLIED MUSIC. (Individual instruction).

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles. Mrs. Harris and Miss Welker.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire and the practical aspects of service playing. Mr. Wichmann.

VOICE I, II, III, IV. The technique of singing, interpretation and a knowledge of representative song literature. Mr. Malfatti.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral and chamber music of all schools. Mr. Stolarevsky.

VIOLA I, II, III, IV. Fundamental principles of technique, style and interpretation. Mr. Stolarevsky.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with artist teachers.

162. OPERA WORKSHOP. Winter Session. One credit. For description see page 145.

172. OPERA WORKSHOP. Summer Session. Three credits. For description see page 145.

ENSEMBLE

All Ensemble courses are open to the general student body as well as to music majors.

5, 6. UPPER CLASS CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. ½ credit each semester. Mr. Malfatti.

5a, 6a. FRESHMAN CHORUS. Significant choral experience limited to sacred music. Weekly chapel performances plus two rehearsals a week. ½ credit each semester. Mr. Wichmann.

7,8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. ½ credit each semester. Mr. Stolarevsky.

9,10. SINFONIETTA. A study of the literature for chamber and symphony orchestra. ½ credit each semester. Mr. Stolarevsky.

PHILOSOPHY

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in Philosophy and Religion including Philosophy of Life, Philosophy 101 and Philosophy 102, the tutorial and not less than three, nor more than six hours of courses in Religion.

B151-152. PHILOSOPHY OF LIFE. Mr. Arnett and Mr. Hayes. See Basic Curriculum, Page 48.

101. HISTORY OF PHILOSOPHY. Ancient and Medieval. A study of philosophical thought in the western world to 1600. Three credits first semester. 1958-59.

102. HISTORY OF PHILOSOPHY. Modern. A study of philosophical thought in the western world since 1600. Three credits second semester. 1958-59.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits first semester. Mr. Hayes. 1957-58.

104. ETHICS. An examination of various types of ethical theory together with discussions of characteristic modern ethical problems. Three credits second semester. Mr. Arnett. 1957-58.

105. SOCIAL PHILOSOPHY. A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits first semester. Mr. Hayes. 1957-58.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits second semester. 1958-59.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as revealed in works of Emerson, Thoreau, Royce, James, Dewey, and Hocking. Three credits second semester. Mr. Parker. 1957-58.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits first semester. Mr. Arnett. 1957-58.

201, 202. DIRECTED STUDIES. A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester. Philosophy Faculty.

203-204. TUTORIAL. Three credits each semester. Philosophy Faculty.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore year to fulfill four semesters of work in physical education. One full credit must be taken in each of the following areas: team sports, individual and dual sports, aquatics, dance. If a student possesses a high degree of skill in any area, however, she may exempt that area and elect a course in another area in which she is less skilled.

Restricted physical education students are required to have a statement and medical record which must be submitted by the student's doctor to the College Health Service when the student enrolls at Chatham. These students are placed in classes which seem best to meet their individual needs.

Each student enrolled in a sports or dance class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the Purple Seal. Swimming suits, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the college.

Specific course offerings for each area are as follows:

B1. INDIVIDUAL AND DUAL SPORTS. Each course is of seven and one-half weeks' duration and carries ½ credit. Miss Tanton and Miss Ver Kruzen.

11—Archery
13—Badminton
15—Bowling
16—Fencing
18—Golf
20—Horseback Riding
22—Tennis

B2. TEAM SPORTS. Each course is of seven and one-half weeks' duration and carries ½ credit. Miss Tanton and Miss Ver Kruzen.

31—Basketball
33—Hockey
35—Softball
37—Volleyball
39—Officiating

B3. DANCE. Each course is of one semester's duration and carries one credit. Mrs. Beaman.

41—Folk and Square Dance
44—Modern Dance (Beginning)
45—Modern Dance (Intermediate)
46—Modern Dance (Advanced)
47—Social Dance
49—Tap Dance

B4. AQUATICS. Each course is of one semester's duration and carries one credit. Miss Tanton.

51—Swimming (Beginning)
52—Swimming (Intermediate)
53—Swimming (Advanced)
54—Life Saving (Red Cross Senior)
55—Water Safety (Red Cross Instruction)

Facilities and equipment are provided by the college for recreational purposes in all activities taught in the curriculum except horseback riding.

The Athletic Association, of which every student is automatically a member, sponsors intercollegiate, inter-class, and inter-dormitory tournaments in all sports and aquatics.

PHYSICS

B1. PHYSICS. See Basic Curriculum, page 46.

2. PHYSICS. A study of the elementary theory and application of electricity, magnetism and light. Three recitations and one two-hour laboratory period per week. Prerequisite: Physics B1. Four credits second semester. Mr. Markle.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including Pol. Sci. B105, World Issues and the tutorial.

103. AMERICAN GOVERNMENT. A study of American government—national, state and local. Three credits first semester. Mr. Ossman.

108. STATE AND LOCAL GOVERNMENT. An examination of the principal characteristics of American state and local government. Attention is given to the constitutional bases of state government, forms of city government, popular control and law making, executive and administrative problems, judicial and legal problems, intergovernmental relations, home rule for cities, problems of metropolitan areas and interstate relations. Three credits second semester. Mr. Keefe. 1957-58.

111. INTERNATIONAL RELATIONS. A course attempting to trace the development and nature of international organizations through the study of the factors, such as historic, current economic, political and ideological problems, which influence the relations among nations. Three credits first semester. Mr. Liem. 1957-58.

112. UNITED STATES FOREIGN POLICY. A study of the factors influencing American foreign policies as well as a study of the technique and development of American diplomacy. Three credits. Mr. Liem. 1957-58.

113. SOCIAL PHILOSOPHY (Identical with Philosophy 105). A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits first semester. 1957-58.

115. POLITICAL PARTIES. A study of political parties and pressure groups—their organization, functions, and impact upon public policy formation. Consideration of the demands placed upon party institutions in a democratic society, the theory of responsible party government, and the issue of party reform. Special attention to empirical studies of political behavior. Field work in political campaigns. Three credits first semester. Mr. Keefe. 1957-58.

116. THE LEGISLATIVE PROCESS. A study of legislative institutions and the law-making process in a democratic system of government. Attention given to the organization, functions, and procedures of Congress and state legislatures. Consideration of the political forces which shape legislative decisions. Three credits second semester. Mr. Keefe. 1958-59.

125, 126. COMPARATIVE GOVERNMENT. A comparative analysis of the rise, organization and functions of the governments of the principal countries of the world. Not open to freshmen. Three credits each semester. 1958-59.

131. POLITICAL SCIENCE SEMINAR. This course offers opportunity for relatively independent and intensive investigation in any of the various areas of political science. Special problems, independent reading or investigation to meet individual interests. Three credits first semester. 1958-59.

203-204. TUTORIAL. Three credits each semester. Political Science Faculty.

PSYCHOLOGY

Students majoring in psychology are expected to take a minimum of thirty hours in the department, including Psychology 101, 102, 105 and 203-204.

101. GENERAL PSYCHOLOGY. A general introduction to the scientific study and understanding of human behavior. Emphasis will be given to those topics which are not covered in the course, Human Development and Behavior. Three credits. Mr. Foltin and Mr. Karpf.

102. EXPERIMENTAL PSYCHOLOGY. An introduction to research techniques utilized in psychology. Experiments in the various areas of general psychology will be performed by the student. May be elected only with permission of the instructor. Prerequisite: Psychology 101. Three credits second semester. Mr. Foltin.

103. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE. Psychological growth and development from birth to adulthood as it is affected by physical and sociological as well as psychological factors. Special attention is given to the application of principles and facts to practical situations in home, school and community. Prerequisite: Human Development and Behavior B1-2 or Human Development and Behavior B1-2 exemption. Three credits. Mr. Karpf.

105. ELEMENTARY STATISTICS. Prerequisite: one and one-half years of high school algebra or permission from the instructor. Three credits first semester. Mr. Foltin.

106. APPLIED PSYCHOLOGY. A course showing the various applications of psychological knowledge to the fields of human endeavor. Prerequisite: Psychology 101 or consent of instructor. Three credits second semester. 1958-59.

111. SOCIAL PSYCHOLOGY. A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology 101, Sociology 103 or consent of instructor. Three credits first semester. 1958-59.

113. METHODS OF PERSONALITY ANALYSIS. A study of psychological tests and measurements and an introduction to projective techniques and the interview. Prerequisite: Psychology 101 and permission of the instructor. Three credits first semester. Mr. Karpf. 1957-58.

120. ABNORMAL PSYCHOLOGY. A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Restricted to juniors and seniors. Prerequisite: Psychology 101 and permission of the instructor. Three credits second semester. Mr. Foltin. 1957-58.

152. SYSTEMS OF PSYCHOLOGY. This seminar deals with the history and contemporary theories of psychology. It includes readings in recently published papers insofar as they show current trends. Prerequisite: Psychology 101 and 102. Three credits second semester. 1958-59.

203-204. TUTORIAL. Three credits each semester. Psychology Faculty.

RELIGION

1. INTRODUCTION TO THE OLD TESTAMENT. A history of the Hebrew people from Moses to the Maccabees with particular attention to the development of Jewish literature and religion. Two credits first semester. 1958-59.

2. INTRODUCTION TO THE NEW TESTAMENT. A study of the early Christian community and the literature and religious thought which it produced. Two credits second semester. 1958-59.

3. READINGS IN THE OLD TESTAMENT. A study of the selected classics from the Old Testament, e.g., Jeremiah, Job, the Psalms, Proverbs. Two credits first semester. Mr. Parker. 1957-58.

4. THE LIFE AND TEACHINGS OF JESUS. The mission and message of Jesus as recorded in the four gospels. Two credits second semester. Mr. Parker. 1957-58.

111. RELIGION IN WESTERN CULTURE. Judaism in the Christian Era, and the development of Christian thought and practice. Prerequisite: Religion 1 or 3 plus Religion 2 or 4, or by consent of the instructor. Three credits first semester. Mr. Parker. 1957-58.

113. RELIGIONS OF THE EAST. Hinduism, Buddhism, Taoism, Confuscianism, and Islam. Three credits first semester. 1958-59.

SECRETARIAL STUDIES

101-102. TYPEWRITING. Instruction given in the technique of operating the typewriter and in the development of speed and accuracy. Arrangement of business letters, tabulations, manuscript, office forms and mimeographing. Courses open to students desiring to prepare for secretarial work using their liberal arts training as a background and also to those desiring a working knowledge of typewriting for personal needs. Meets three hours a week each semester. No credit. Miss Rasdorf.

105-106. SHORTHAND. A thorough study of the principles of Gregg shorthand and the development of a basic shorthand vocabulary with emphasis, in the second semester, on dictation and transcription. Meets three hours a week. Three credits each semester. Miss Rasdorf.

109-110. SECRETARIAL PRACTICE. Emphasis on obtaining speed and accuracy in dictation and transcription. Prerequisite: Secretarial Studies 101-2 and 105-6 or their equivalent. Meets three hours a week each semester. No credit. Miss Rasdorf.

SOCIOLOGY

Students are expected to complete Modern Society before enrolling in Sociology 103, if possible. In addition to Modern Society, 24 hours of sociology are required for a major including Sociology 103, 106, 113 and the tutorial. Students are also required to take Statistics (Psychology 105) preferably in their sophomore or junior year in order to handle statistical materials in their tutorial.

Majors are also requested to take Economics 103 and Political Science 103 or Psychology 101.

Sociology 103 is a prerequisite for all other courses in Sociology. Courses 103 and 106 are open to sophomores. Other courses are open only to juniors and seniors except by permission of the instructor.

103. ELEMENTS OF SOCIOLOGY. Social origins and development; basic characteristics of group life and social organization including the concept of social structure; class, caste, race; community ecological aspects and institutions. Three credits. Miss Elliott.

106. SOCIAL DISORGANIZATION. An application of sociological principles to the problems of personal, family, community and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism and war. Field trips and special seminars in social problems selected for study. Three credits second semester. Miss Elliott.

108. URBAN COMMUNITY. The characteristic patterning of the contemporary urban community through the world and especially in the U.S. An attempt to understand its present status and problems will be made through an analysis of causative factors of an ecological, cultural, economic and political nature. An analysis of the units of community organization. First hand experience with aspects of urban society will be gained through field trips and through field research. Three credits second semester. Mrs. George. 1957-58.

111. THE FAMILY. The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits first semester. Miss Elliott. 1957-58.

113. CULTURAL ANTHROPOLOGY. A study of non-literate societies and cultures. The concept of culture, biological and geographical facts, and its evolution. Factors in culture change. Units in social organizations, e.g., status and role, the family, clan, local, group and state. Case analysis of specific cultures. Three credits first semester. Mrs. George. 1957-58.

115. COLLECTIVE BEHAVIOR. The study of group phenomena as evidenced in formal and non-formal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revival, political movements, revolutions. Three credits first semester. 1958-59.

118. JUVENILE DELINQUENCY. The nature and extent of juvenile delinquency. Changing legal definitions and modifications in social treatment. An examination of the large body of research data as to the background of delinquents and their subsequent adjustment. Clinical and institutional treatment, and probation work. Preventive projects in delinquency. Field trips. Three credits second semester. 1958-59.

119. RACIAL AND ETHNIC GROUPS. An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. This course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups and their cultural impact on our national life. Three credits first semester. 1958-59.

120. CRIMINOLOGY. The evolution of social and legal definitions of crime. Criminal statistics. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction and treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Three credits second semester. Miss Elliott. 1957-58.

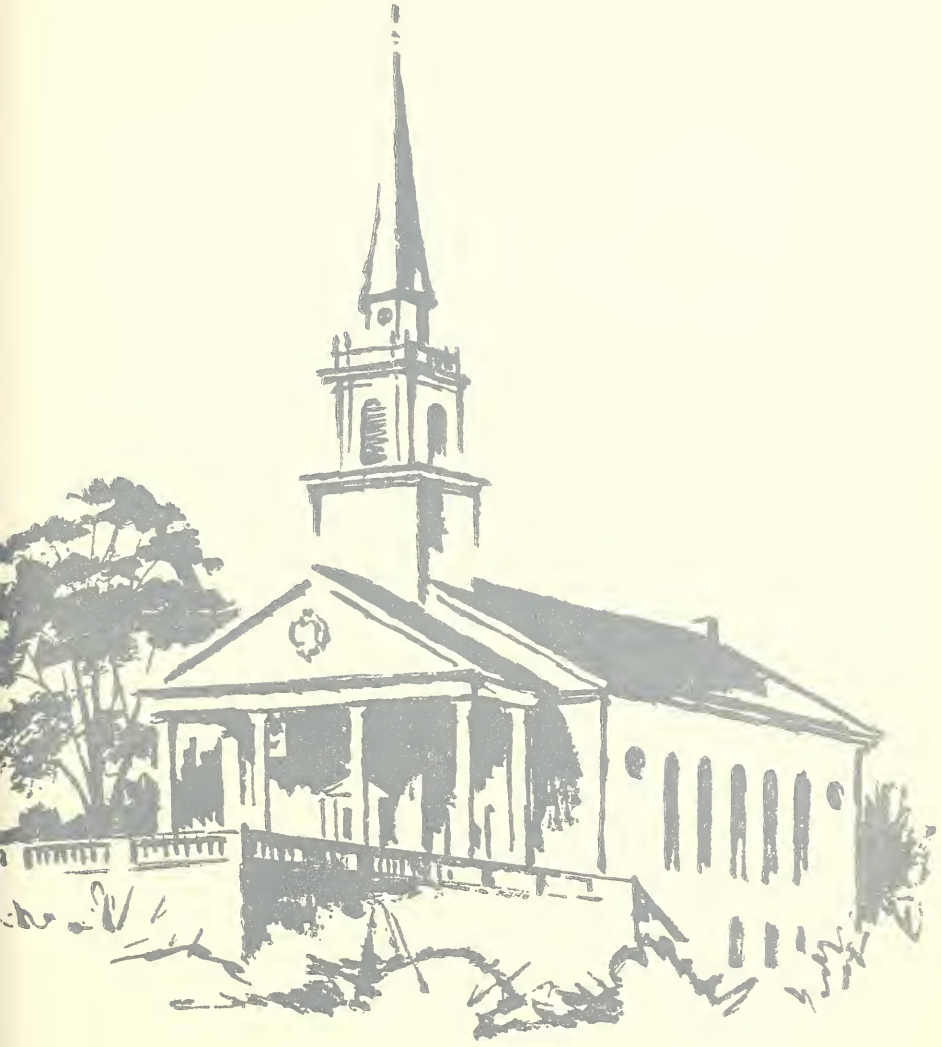
130. ADVANCED SOCIAL THEORY. A historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors, but ordinarily this course should be taken in the senior year. Three credits first semester. Miss Elliott. 1957-58.

131-132. SOCIOLOGICAL SEMINAR. Credit to be arranged. 1958-59.

203-204. TUTORIAL. Three credits each semester. Sociology Faculty.

SPANISH

See Modern Languages, page 72.



COLLEGE PROCEDURES

Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among the candidates for admission those who can successfully carry college work and who are particularly fitted for the Chatham program of learning. The college wants students geographically well distributed, representing a cross-section of individuals of quite different talents—literary, philosophical, musical, scientific, and artistic.

The factors taken into consideration in the admission of students are quality of preparation, amount of preparation, endorsement of the secondary school principal, enthusiasm for learning, and capacity for further development.

Students who wish to enter college should, in general, take the college preparatory course in secondary school. Emphasis should be placed upon English, history, science, mathematics, and foreign languages.

Adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of preparation in each subject. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is interested in science, she should take more than one unit of science in secondary school plus two or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as a modern language.

Candidates who have participated in classes organized under the School and College Study of Admission with Advanced Standing are urged to take the Advanced Placement tests of the College Entrance Examination Board. Satisfactory

performance in these examinations may admit a student to advanced courses at Chatham.

Ultimately the total fitness of the student for college work will determine the college selection. In order to help establish this fitness, applicants are required to take the *Scholastic Aptitude Test* of the College Entrance Examination Board during the last year of school in December, January, February or March. *It is preferred that this test be taken in January.*

Scholarship candidates and candidates whose academic performance is considered by the college to be in any sense questionable will be required to take, in addition to the Scholastic Aptitude Test, three of the College Board Achievement Tests, preferably in March, or other tests prescribed by the college.

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions (Miss Peggy Donaldson), Chatham College, Woodland Road, Pittsburg 32, Pennsylvania, requesting an application blank.

2. Complete and return this application blank to the Admissions Office. A fee of ten dollars, which takes care of processing and is not refundable, must be enclosed. Also a recent photograph must accompany the application.

3. A personal interview with all applicants is desired at the college whenever possible. If a student cannot come to the college, an interview may be arranged with the Director or one of the Assistant Directors of Admissions, or with an Alumna Representative.

The College will send for the secondary school record, the recommendations of the principal and of faculty members

best qualified to judge the applicant's ability. The applicant's credentials will be presented to the Admissions Committee for its decision.

Early application is advisable in order to ensure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

The Admissions office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday; on Saturday, from 9:00 a. m. to 12 noon. Prospective students and their families are cordially invited to visit the college. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a student guide, *visitors are urged to make an appointment in advance with the Director of Admissions.* This is especially necessary if arriving on weekends as the schedule is particularly heavy at that time.

GENERAL INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Each candidate for admission is responsible for making proper application to take the College Board Scholastic Aptitude Test and for having the results of the Test sent to the college. Candidates should address all inquiries and applications for taking the Scholastic Aptitude Test to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, stating when they plan to take the Test.

A Bulletin of Information containing rules for filing applications, payment of fees, lists of examination centers, brief descriptions of the Scholastic Aptitude Test and the Achievement Tests, sample questions and answers, etc. may be obtained without charge from the College Entrance Examination Board.

For the year 1957-1958 the dates of the College Board tests will be December 7, 1957, January 11, 1958, February 8, 1958 and March 15, 1958. Applications and fees to take the tests should be sent to the College Entrance Examination Board three to four weeks in advance of the test date.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Liberal Arts Courses in which the final grade is C, or better, are transferable.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form to be secured from the Director of Admissions, Chatham College.

2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham College, and indicating the major subject.

3. Have the college last attended send an official transcript of the work taken there up to the time of making application.

4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.

5. At the close of the semester when entrance is desired, have the college from which the student is transferring send: (a) A final transcript of record.
(b) A statement of honorable dismissal.

ADMISSION OF NON-DEGREE STUDENTS

Mature students who are not candidates for degrees may be admitted to classes for which their training and experience have qualified them. Such students may make arrangements for entrance by personal interview with a member of the Dean's staff. These students are subject to the same requirements governing courses as other students if they desire course credit.

Such a student may petition the college to become a regular student. If she is accepted, a year's work of not less than twelve hours a semester is required on senior level before this student can become a degree candidate. When she becomes a candidate for a degree, a year's tuition must be paid.

GRADES

The letters A,B,C,D,F, and E and I are used to designate the quality of performance. A shows distinguished performance; B indicates superior work; C specifies generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance was too unsatisfactory to fulfill minimum requirements of the course.

The grade of E indicates that a re-examination is to be permitted. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. Neither of these two grades may be given without the approval of the Registrar in consultation with the Dean. Failure to remove the grade of E or I by the end of the first six weeks of the following semester automatically results in failure in the course. (See "Probation," page 102.)

ACADEMIC CREDIT

Courses are valued at ½, 1, 2, 3, or 4 hours of academic credit, as stated in the catalog description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which involve laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation constitute an average academic load.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four; B, three; C, two; D, one. The grade of F earns no quality points. The graduation re-

quirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit.

ACADEMIC STANDING

Academic standing refers to the quality of work completed. A student's over-all average is obtained by dividing the sum of all quality points by the sum of all hours carried. The progress of each student is reviewed by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar makes a report of grades and credit hours earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, upon the completion of the first seven weeks of the first semester, a report of grades earned is sent to each student; duplicates of these latter reports are sent to the parents or guardians of freshmen only.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

FINAL EXAMINATIONS

All courses except writing courses, studio courses, or similar categories specifically exempted by the Dean are required to have a written examination at the end of each semester.

Unexcused absence from an examination is counted as failure in the examination. Absence from an examination is excused only for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations in the spring or in the fall.

COURSE REGISTRATION

Election of courses for the following year is scheduled for the middle of April. Courses may be entered through the first two weeks of any semester on recommendation of the faculty adviser and the individual instructor concerned; no course may be entered after this time. Courses may be dropped through the first six weeks of each semester without incurring an academic penalty, with the exception of seven and one-half week physical education courses. These must be dropped by the end of the third week of classes. If a course is dropped after the time indicated above, unless the reason is illness, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only through the Dean's Office. Requests for exception may be filed by the student with the Registrar. In cases of serious illness or other emergency, the student must consult with the Dean.

SUMMER STUDY

Students wishing to transfer to Chatham College credit for summer study must have in advance the approval of the Committee on Academic Standing for both the courses and the institution where such courses are to be taken. Summer school work must be registered with the Registrar by June 1. Credit is transferable if the work is of acceptable grade, not lower than C.

JUNIOR YEAR ABROAD

Sophomores are permitted to apply for admission to one of the various junior year abroad programs. Applicants must have a superior academic record and must give evidence of strong preparation in the language of the country concerned. Students interested in this program should consult the Dean.

SEMESTER IN WASHINGTON

Students with a strong background in political science and proved ability to do independent study are eligible for a semester in residence at American University, Washington, D.C. The Washington program enables superior junior students to meet the nation's political and governmental leaders, to see the scope of lawmaking operations and to study political parties in action. An individual research project is included. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

TRANSCRIPTS

Graduates and students in good standing who withdraw before graduation are entitled to one complete statement of their college record without charge. A charge of one dollar will be made for each additional transcript.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean when a student withdraws voluntarily from college. The official date of withdrawal is the date on which the authorization of withdrawal is received.

DISMISSALS

The college reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or whose continuance in college would be detrimental to her health or to the health of others or whose conduct is not satisfactory. Students of the latter group may be asked to withdraw even though no specific charge may be made against them.

PROBATION

Probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The college believes that students on probation should realize that their level of achievement is inadequate or in danger of failing to meet college graduation requirements. With proper application of time, energy, and abilities, students may improve their academic status. The following stipulation, therefore, has been established to provide a framework within which more time and emphasis may be given to academic work: Students may not take any major part in extracurricular activities during the period of probation. This includes major offices, play roles, or special activity projects of any kind, and participation in many time-consuming activities.

The Committee on Academic Standing may place a student on academic probation at any time during the year. A student may be removed from probationary status at the discretion of the Committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study required of a freshman is four years. All students must be in residence for the senior year.

Financial Procedures

CHARGES AND EXPENSES

Since the college catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1958-59.

FEES

Application for admission ..... $ 10.00

In cases in which a student is carrying six hours or less, the application fee is $5.00. The application fee is not refundable (see page 94) and is not credited on any college bill.

RESIDENT STUDENTS

Charges for resident students for the year:

Comprehensive Tuition, Board and Room*	$1950.00
Student Activities Fee	36.00
	$1986.00

PAYABLE:

Upon acceptance	$ 100.00
On or before opening of college in September	1036.00
On or before January 15	850.00
	$1986.00

*The comprehensive tuition fee includes all the various charges for courses in laboratory sciences, physical education, practice teaching, applied art, stenography, typing, health fees, library fees, use of radio and practice rooms, graduation fees, etc. No additional fees will be charged except for private lessons in music (see departmental fees, page 104) and such penalty charges as the $5 late registration fee, special examination fees, and excess breakage in laboratory courses.

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition (see footnote preceding page)	$ 900.00
Student Activities Fee	36.00
	$ 936.00

PAYABLE:

Upon acceptance	$ 100.00
On or before opening of the college in September	461.00
On or before January 15	375.00
	$ 936.00

Non-degree students will be charged at the rate of $30.00 for each semester hour scheduled.

The advance payment of $100.00 for returning non-resident students must be paid by July 1. An advance payment of $25.00 for returning resident students must be paid by April 15, and an additional $75.00 by July 1. These advance payments ordinarily are not refundable.

The Student Activities fee has been established by the Student Government Association and entitles each student to a copy of the yearbook, the issues of the student paper, the literary magazine; admittance to the Christmas prom, the Junior prom, college plays and concerts. It also covers the Student Government Association membership fee and that of the Athletic Association.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week	$90.00
One half-hour lesson per week	$45.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department.

MEDICAL EXPENSES

The college has arranged with the Continental Casualty Company for group health and accident insurance. This is a voluntary expense, but the program is so comprehensive that it has the college's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent.

Fees: $20 for the academic year

$26.70 for twelve months

Provision for seven days of infirmary rest and care are included in the student's tuition. For additional days in the infirmary, there is a charge of $1.50 a day. A charge is made for medicine if a special prescription is required. The College Physician charges the student for his services and the college bills the student. See Health Services, page 145.

CARE OF PROPERTY

Damage to, or loss of, college property will be charged to the student who is responsible.

A student will be expected to keep her room with a reasonable degree of respectability and cleanliness. In case this is not done, and after the student has been duly warned, the college will assign a maintenance person to clean her room and will make a charge of $5.00.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the college. Students may not be admitted to final examination until all financial obligations pertaining to that semester have been met in full.

A student may be graduated, receive honorable dismissal, semester grades or a transcript of her college work only after all accounts with the college have been settled.

Charges for students entering college the second semester will be one-half the stated rates for the college year. In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Textbooks and students' supplies may be purchased in the book store.

BUDGET PLANS

The Bursar of the college is in charge of the Chatham Budget Plan.

Upon request, the Bursar will send necessary forms for the Budget Plan. Requests should be made and forms completed prior to registration.

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. Chatham is happy to offer this convenience through either the Peoples First National Bank and Trust Company or the Insured Tuition Payment Plan.

Complete information concerning these programs is available upon request to Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or any other reason.

The date of withdrawal is the date on which the Dean is informed of the fact, in writing, by the parent or guardian.

SCHOLARSHIP REQUIREMENTS

Scholarships are available to freshmen and upperclassmen who have maintained a high academic standing and who can show evidence of financial need.

To qualify for a scholarship, an applicant living outside of Allegheny County will be required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board.

Scholarship applicants living in Allegheny County may do one of the following:

1. Take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. (See page 95 for detailed information.)
2. Qualify in the Award Group of the Exceptionally Able Youth Examination administered by the Civic Club of Allegheny County.

Freshmen applicants for scholarship aid should complete the admission and scholarship forms and return them with a ten dollar application fee and photograph to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of a large group of colleges for the handling of confidential statements from parents in

support of application for financial aid. This form is sent to the applicant only after she has filed an application for admission and scholarship to Chatham College. The criteria used to determine eligibility for assistance are the following:

financial need
academic scholarship
character
contribution to the college community

SCHOLARSHIPS FOR FRESHMEN

Scholarships available for entering freshmen are awarded on the basis of examination, secondary school record and personal qualifications of the candidate. The scholarships range in value from $100.00 to $1,200.00 per year depending on financial need and academic standing.

Applications for freshmen scholarships should be sent to the Director of Admissions.

SCHOLARSHIPS FOR UPPER CLASSMEN

Students must reapply each year for all scholarships. All applications are reviewed by the Committee on Financial Aid. Applications for sophomores, juniors, and seniors are obtainable from the Registrar in January of each year.

A number of endowed scholarships and scholarships contributed by individuals and groups (see name scholarships) are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

STUDENT SERVICE SCHOLARSHIPS

Service scholarships are available to qualified students from any of the four classes in the college. The amounts range from $140 for approximately six hours of work per week to $415 for approximately fifteen hours of work per week. Service Scholarships are awarded in conjunction with academic schol-

arships. These scholarships are renewed each year upon reapplication by the student if she maintains the required academic average and if she has fulfilled her service responsibilities.

NAME SCHOLARSHIPS

The following scholarships are awarded to upperclassmen subject to the approval of the Committee on Financial Aid.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, President of the College from 1878 to 1894.

THE MARY HAWES NEVIN SCHOLARSHIP fulfills a wish expressed by the late Mary Hawes Nevin, an alumna of the class of 1896, for a yearly scholarship bearing her name.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the college.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the college from 1906 to 1922.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the college from 1901 to 1921.

THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, principal of Dilworth Hall from 1887 to 1917.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of Chatham College in the class of 1913.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for a scholarship each year.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the Foundation annually to the college for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE MARY ACHESON SPENCER SCHOLARSHIP, established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

THE FLORENCE BICKEL SWAN SCHOLARSHIP was begun in 1954 by the Alumnae Association and friends of Mrs. Swan, class of 1912.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by the Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE CLASS OF 1945 SCHOLARSHIP was established in 1955 by the members of the class of 1945. This endowed scholarship is to be awarded annually, preferably to an alumna daughter.

THE ALUMNAE SCHOLARSHIP was established by the Chatham Alumnae Association in 1955. This freshman scholarship is re-awarded each year contingent upon the recipient's maintaining the necessary qualification.

The CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

SPECIAL CRITERIA SCHOLARSHIPS

The following scholarships are awarded and available to qualified students in all or designated classes.

THE STUDENT GOVERNMENT ASSOCIATION SERVICE SCHOLARSHIP is awarded each year by the S. G. A. to the student who has maintained a high scholastic rank and who has made a contribution of worth to college life. This scholarship was established as a memorial to the late Cora Helen Coolidge, president of the college from 1906 to 1917.

THE BUREAU OF REHABILITATION OF THE COMMONWEALTH OF PENNSYLVANIA awards aid to disabled students. The extent of the assistance is dependent upon the severity of physical dis-

ability, financial need and academic standing. The college recommends candidates to the Counselor of the Bureau.

The CAROL A. DAVIS SCHOLARSHIP was established in 1954 in memory of Carol Annette Davis x'56, by her parents. The award is made to a junior student of high academic standing majoring in biology.

The PITTSBURGH KINDERGARTEN ASSOCIATION SCHOLARSHIP is awarded each year to a high-ranking member of the junior or senior class majoring in kindergarten education who shows promise in the field of education.

THE CHATHAM CAMPUS CHEST SCHOLARSHIP is an annual award given to a foreign student in expression of the appreciation of the college for her work on the campus and her cooperation in the foreign student program.

THE WOODS HOLE MARINE BIOLOGICAL LABORATORY SCHOLARSHIP is awarded to a biology major who has done outstanding work. The scholarship covers the annual summer tuition to the Marine Biological Laboratory at Woods Hole, Massachusetts.

THE BUHL FOUNDATION SCHOLARSHIP is given by the Exceptionably Able Youths Committee of the Civic Club of Allegheny County, awardees receiving certificates of merit. The members of the award group who need financial help apply to the Buhl Foundation for scholarships of various amounts, not to exceed the cost of full tuition.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshmen applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the specific requirements of the college and must enroll as a commuting student.

LOANS

The Committee on Financial Aid administers the loan funds of the college. Loans are awarded to those who have real need and whose requests for financial aid cannot be completely met by other forms of financial aid. Only short-term loans are made to freshmen and sophomores and bear interest at 4% per annum. Loans up to $300 for any one year are made

to juniors and seniors. These long-term loans bear interest at 4% per annum, effective after graduation or after permanent withdrawal from college. Financial arrangements for repayment of loan are made with the College Bursar at the time they are granted.

ANNUAL AWARDS

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN AWARD is an annual gift membership to the AAUW of one year duration. The award, given by the Pennsylvania Division of AAUW, is bestowed on an outstanding senior from Pennsylvania.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925. The recipient is a member of the senior class noted for her outstanding contributions and unselfish devotion to the college and to college activities throughout her college course.

THE ANNA DRAVO PARKIN MEMORIAL HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, x'36, who died while a junior at Chatham College.

THE PITTSBURGH DRAMA LEAGUE AWARD which was established in 1947 in honor of Vanda E. Kerst is awarded to a student who has done outstanding work in Drama and Speech.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sara Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE AIKEN ART AWARD is given each year for the most meritorious work in the student art exhibit.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is presented to a senior with high academic achievement who has shown outstanding interest in and service to the college and the community.

THE MINOR BIRD AWARDS are presented to the contributors of the best prose and the best poetry for the current edition of the Chatham College literary magazine, "The Minor Bird."

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION MEMORIAL AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made each year to a member of the junior class of outstanding rank who has made a real contribution to college life.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music. The recipient is chosen by the Chatham Music Department.

SPECIAL FUNDS

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis of the Class of 1875. The income from this fund is used for the purchase of books in the Library.

THE CORA HELEN COOLIDGE FUND was left to the College in 1932 through the will of the late Cora Helen Coolidge, former President of the College. The income from this fund is to supply books for the Library.

THE HELEN IRWIN AND JAMES E. MAC CLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey of the Class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, an alumna of the Class of 1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND was established in 1948. The income of the fund is to be used to enhance the educational and spiritual life of the college. It may bring visiting lecturers to the campus, facilitate faculty leaves, support new developments in personnel practices or provide for other needs to increase the effectiveness of the college's program."

THE CLASS OF 1956 FUND was established in June, 1956, to provide income for additional books in the library.

THE CLASS OF 1957 FUND was established in June, 1957, to provide income for additional books in the library.

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks who served as Dean from 1922 to 1952 and as Acting President from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the college to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the college through the effective use of outstanding people with varied backgrounds and interests.

THE MARY E. RIECK FUND, established in 1957, is for the purpose of increasing the library collection.

THE HELEN B. RAUH FUND, established in 1957, provides funds yearly for library acquisitions.

THE PITCAIRN-CRABBE LIBRARY FUND was established in 1957 by the Trustees of the Pitcairn-Crabbe Foundation to provide funds for the purchase of books in religion and in the social studies.

THE WHERRETT ENDOWMENT FUND was established by the Pittsburgh Foundation in 1957 for the furtherance of artistic appreciation at Chatham College and in Pittsburgh. As long as is feasible the income shall go for an exhibit program open to the public.

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 by a grant of the Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE MR. AND MRS. WM. G. BECHMAN TRUST FUND, established in 1957, in honor of their daughter, Kathryn Bechman Dodds, is for the purpose of providing scholarship aid for students who otherwise would be unable to attend Chatham College.

THE ETHEL W. KEISTER MUSIC FUND, established in 1957, for the support of worthy projects in the field of music.

ORGANIZATION

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GEORGE D. LOCKHART ..... Vice Chairman
RALPH W. HARBISON ..... Vice Chairman
MRS. ALEXANDER MURDOCH ..... Secretary
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Administration

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Mildred R. Rensi, Secretary
LUCILE ANNE ALLEN, A.B., A.M., Ed.D. .....Dean of the College
Mary Carolyn Logan, A.B., Secretary
Constance Ainslie, Secretary to the Faculty
HOWARD RICHARD REIDENBAUGH, JR., A.B., A.M. .....
..... Secretary of the College
Patricia D. Reuther, Secretary
BURT E. ASHMAN, Ph.B. .....Business Manager
GEORGE F. PARKER, A.B., B.D., A.M. .....Chaplain
Virginia Newman, Secretary

STUDENT PERSONNEL

BARBARA MORSE, B.S., A.M. .....Assistant Dean and
Faculty Counselor, Woodland Hall
AMELIA J. BOTSARIS, A.B., A.M. .....Assistant Dean and
Faculty Counselor, Lindsay Hall
Margaret Newmeyer, Secretary to the Assistant Deans
MARGARET J. KISER, B.S. in L.S. .....Director of Placement and
Faculty Counselor, Fickes Hall
ADELLA S. ANDERSON .....Social Director and
Faculty Counselor, Mellon Hall
CECILIA RASDORF, A.B., M.Ed. .....Faculty Counselor, Beatty Hall
JANIS S. GREENE, B.S., M.Ed. .....Faculty Counselor, Gateway

EVALUATION SERVICES

LILY DETCHEN, A.B., A.M., Ph.D. ....Director of Evaluation Services
Irene Lawlor, Secretary

REGISTRAR

AMELIA J. BOTSARIS, A.B., A.M. .....Assistant Dean and Registrar
CONSTANCE C. COLAIZZO, B.S. .....Assistant Registrar

PUBLIC AND ALUMNAE RELATIONS

VICKEY COREY .....Director of Public Relations
HENRIETTA L. KECK .....Assistant
ROSEMARY ANNE PARLAK, A.B. .....Publicity Assistant
NORA LEWIS HARLAN, A.B. .....Director of Alumnae Relations
RUTH HUNTER SWISSHELM, A.B. .....Alumnae Secretary

ADMISSIONS

PEGGY DONALDSON, A.B. ..... Director of Admissions
NORA LEWIS HARLAN, A.B. ..... Director of Alumnae Relations
MARIGOLDEN G. TRITSCHLER, A.B., A.M. .....
..... Assistant Director of Admissions

Nancy Hofsoos, A.B., Assistant in Admissions
Doris G. Bierlein, Secretary

BUSINESS OPERATIONS

BURT E. ASHMAN, Ph.B. ..... Business Manager
HANNA GUNDERMAN, A.B., M.Ed. ..... Bursar

Blanche R. Davis, Secretary
Anna E. Weigand, Cashier
Florence E. Bayer, Bookkeeper

THOMAS MALLOY ..... Superintendent of Maintenance
IRENE NEWLAND, B.S. ..... Director of Dining Halls
JO ANN KLARE, B.S. ..... Assistant Director of Dining Halls
JANIS S. GREENE, B.S., M.Ed. ..... Director of Interior Decoration
POLLY SANDER ..... Bookstore Manager

LIBRARY

ARTHUR L. DAVIS, A.B., A.M., Ph.D. ..... Librarian
M. ELEANOR RESIG, Mus.B., M.M., B.S. in L.S. .....
..... Assistant Librarian
ANN C. WALLY, A.B., B.S. ..... Assistant Librarian
NORMA L. HUTMAN, A.B., A.M. ..... Library Assistant

Geneva Peterson, A.B., Clerical Assistant

HEALTH SERVICES

J. WATSON HARMEIER, B.S., M.S., M.D. ..... College Physician
MARY LOUISE RIEFER, R.N. ..... Resident Nurse

AUDIO-VISUAL MATERIALS CENTER

FREDERIC D. ALDRICH, A.B., A.M., Ed.D. .....
..... Director of Audio-Visual Materials Center
VIVIENNE E. CUPPS ..... Assistant Director

Dee Anshutz, Librarian

Faculty

PAUL RUSSELL ANDERSON ..... *President*
A.B., Ohio Wesleyan University; Ph.D., Columbia University; LL.D., Ohio Wesleyan University; LL.D., University of Pittsburgh; LL.D., Allegheny College.

LUCILE ANNE ALLEN ..... *Dean of the College with rank of Professor*
A.B., Trinity College; A.M., Southern Methodist University; Ed.D., Columbia University; University of Chicago; National University of Mexico.

GEORGE F. PARKER ..... *Chaplain*
A.B., Boston University; A.M., B.D., Yale University; University of Pittsburgh.

MARY HELEN MARKS, A.B., A.M., L.H.D. ..... *Dean Emeritus*

CARLL W. DOXSEE, A.B., A.M., Ph.D. ..... *Emeritus Professor of English*

VANDA E. KERST ..... *Emeritus Professor of Speech*

EFFIE L. WALKER, A.B., A.M. ..... *Emeritus Assistant Professor of History*

HELEN CALKINS, A.B., A.M., Ph.D. ..... *Emeritus Professor of Mathematics*

*J. CUTLER ANDREWS (1947) ..... *Professor of History*
A.B., Ohio Wesleyan University; A.M., Ph.D., Harvard University.

STEPHEN BORSODY (1948) ..... *Professor of History*
Doctor of Laws and Political Sciences, Charles University, Prague; University of Budapest.

ARTHUR L. DAVIS (1947) ..... Professor of German
A.B., Ohio Wesleyan University; A.M., Ph.D., University of Wisconsin; University of Munich; University of Cologne; University of Michigan.

Dates in parentheses indicate date of appointment
*On leave, 1957-58

LABERTA DYSART (1926) .....Professor of History
A.B., University of Nebraska; A.M., Columbia University; University of Michigan.

MABEL A. ELLIOTT (1947) .....Professor of Sociology
A.B., A.M., Ph.D., Northwestern University; Bryn Mawr College.

EDGAR M. FOLTIN (1949) .....Professor of Psychology
J. U. Dr., Dr. habil., University of Innsbruck; University of Munich.

JOHANA HARRIS (1951) .....*Professor of Music and Pianist in Residence*
Graduate, Canadian Conservatory of Music; Graduate, Juilliard Graduate School of Music; Student of Ernest Hutcheson, Howard Brockway and Rubin Goldmark.

CHARLES LeCLAIR (1946) .....*Professor of Art*
B.S., M.S., University of Wisconsin; Columbia University; Academie Ranson.

PHYLLIS COOK MARTIN (1935) .....Professor of Biology
B.S., M.S., University of Pittsburgh; Ph.D., University of Illinois.

ELIZABETH LEE VINCENT (1953) .....*Professor of Human Development*
A.B., A.M., University of Colorado; Ph.D., Columbia University.

EARL K. WALLACE (1925) .....*Professor of Chemistry*
B.S., The Pennsylvania State University; A.M., Ph.D., Columbia University; Harvard University; University of Pennsylvania.

RUSSELL G. WICHMANN (1946) .....*Professor of Music*
Mus. B., Lawrence College; M.S.M., Union Theological Seminary School of Sacred Music; Student of LaVahn Maesch, Clarence Dickinson, Marcel Dupré.

ROBERT L. ZETLER (1945) .....*Professor of English*
A.B., Ph.D., University of Pittsburgh.

FREDERIC DE LONG ALDRICH (1957) .....*Associate Professor of Education*
A.B., Willamette University; University of Oregon; A.M., Ed.D., Western Reserve University.

WILLIAM E. ARNETT (1957) .....*Associate Professor of Philosophy*
A.B., Berea College; A.M., Ph.D., Columbia University.

LILY DETCHEN (1948) .....*Associate Professor*
A.B., A.M., University of Louisville; Ph.D., University of Chicago.

FRANCES ELDREDGE (1953) .....*Associate Professor of English*
A.B., Wellesley College; A.M., Tufts College; Ph.D., University of Chicago; Radcliffe College.

MILDRED THRONE EVANSON (1945) .....*Associate Professor of Drama*
A.B., A.M., University of Wisconsin.

PHYLLIS MARSCHALL FERGUSON (1943) ....*Associate Professor of Drama*
A.B., Emerson College; A.M., University of Pittsburgh; Yale University; Columbia University; Ph.D., University of Pittsburgh.

WILLIAM J. KEEFE (1952) ...*Associate Professor of Political Science*
B.S., Illinois State Normal University; A.M., Wayne University; Ph.D., Northwestern University.

CHANNING LIEM (1949) .....*Associate Professor of Political Science*
Union Christian College, Pyong Yang, Korea; B.S., Lafayette College; A.M., Ph.D., Princeton University.

JAMES C. McLAREN (1956) .....*Associate Professor of French*
A.B., A.M., Dalhousie University; University of Paris; Ph.D., Columbia University.

HELENE WELKER (1929) .....*Associate Professor of Music*
A.B., Hunter College; Graduate, Juilliard School of Music; Student of Ernest Hutcheson, Harold Bauer and Lazare Levy.

NATALIE BARISH (1954) .....*Assistant Professor in Biology*
A.B., Goucher College; A.M., Indiana University; Ph.D., Ohio State University.

RUDOLPH CARDONA (1956) .....*Assistant Professor of Spanish*
Universidad Nacional de Costa Rica; University of California at Los Angeles; A.B., Louisiana State University; Ph.D., University of Washington.

JOHN W. CUMMINS (1954) .....*Assistant Professor of English*
A.B., A.M., Ohio Wesleyan University; University of North Carolina; University of Pennsylvania.

JANIS STEWART GREENE (1944) .....*Assistant Professor of Family Living*
B.S., Ohio University; M.Ed., University of Pittsburgh.

FRANK A. HAYES (1957) .....*Assistant Professor of Philosophy*
DePaul University; A.B., A.M., Stanford University; University of California at Berkeley; Ph.D., Indiana University.

MARGARET K. HILL (1955) .....*Associate Professor of Education*
B.S., Concord College; M.Ed., Ph.D., Boston University.

H. CHESTER MARKLE, JR. (1954) ..*Assistant Professor of Chemistry*
B.S., Franklin and Marshall College; A.M., Ph.D., Carnegie Institute of Technology.

MARY A. McGUIRE (1956) .....*Assistant Professor of English*
A.B., University of Maine; A.M., Columbia University; Oxford University.

JACK H. NEESON (1956) ...*Assistant Professor of Drama and Speech*
A.B., University of Delaware; B.D., Virginia Theological Seminary; A.M., M.F.A., Western Reserve University.

OLGA W. RUSSELL (1956) .....*Assistant Professor of French*
A.B., Connecticut College; Diplôme d'Études Francaises, Université de Poitiers; Diplôme, Degré Superieur, Université de Paris; Middlebury College; A.M., University of California; Boston University; A.M., Ph.D., Radcliffe College.

JAMES S. STOREY (1948) .....*Assistant Professor of Art*
B.S., B.S. (Art Ed.), M.S., University of Wisconsin; Ed.D., Stanford University.

PATIENCE TANTON (1953) .....*Assistant Professor of Physical Education*
B.S., Boston University; M.Ed., University of Pittsburgh.

CLIFFORD OLIVER TAYLOR, JR. (1951) .....*Assistant Professor of Music*
B.F.A., Carnegie Institute of Technology; A.M., Harvard University.

MARGUERITE VER KRUZEN (1956) .....*Assistant Professor of Physical Education*
A.B., Barnard College; Ed.M., Wellesley College; New York University.

JEROME S. WENNEKER (1946) .....*Assistant Professor of Drama*
A.B., University of Missouri; M.F.A., Yale University; University of Pittsburgh.

JEANNE H. BEAMAN (1957) .....*Lecturer in the Dance*
A.B., University of California at Berkeley; Bennington College; A.M., Mills College.

JOHN O. BLUMBERG (1957) .....*Lecturer in Mathematics*
A.B., M.A., Ph.D., University of Pittsburgh.

ALLAN M. BRYSON (1956) .....*Lecturer in Mathematics*
B.S., A.M., University of Pittsburgh.

KATHERINE GEORGE (1957) .....*Lecturer in Sociology*
A.B., Ph.D., University of California at Berkeley.

BERTRAM KARPF (1956) .....*Lecturer in Psychology*
B.S., M.S., University of Illinois.

JOOST KIEWIET de JONGE (1957) .....*Lecturer in Astronomy*
Ph.D., Harvard University.

GEORGE LAUSH (1956) .....*Lecturer in Mathematics*
B.S., University of Pittsburgh; Ph.D., Cornell University.

JOSEF MACEK (1957) .....*Lecturer in Economics*
Doctor Juris, Charles' University of Prague; University of Berlin.

MIHAIL STOLAREVSKY (1948) .....*Lecturer in Music*
B.S., Technical University, Coethen, Germany; A.M., Imperial Conservatory, Kiev, Russia; University of Cincinnati; Student of Carl Flesch and Michael Press.

BENJAMIN H. GRIFFITH (1957) .....*Instructor in History*
A.B., Bethany College; A.M., University of Rochester; University of Pittsburgh.

DOGMAR HERING (1957) .....*Instructor in German*
A.B., State Teachers College, Dortmund, Germany; Midland College; Washington and Jefferson College; University of Marburg; Ph.D., University of Bonn.

NORMA L. HUTMAN (1957) .....*Instructor in Spanish*
A.B., D'Youville College; A.M., Western Reserve.

CALVIN W. LANE (1956) .....*Instructor in English*
A.B., Amherst College; Williams College; A.M., Ph.D., University of Michigan; Harvard University.

LORENZO MALFATTI (1956) .....*Instructor in Music*
Graduate, Juilliard School of Music; Cherubini Conservatory, Florence; Chigiana Musical Academy, Siena; St. Cecilia Conservatory, Rome; St. Cecilia Academy, Rome; Student of Queena Mario, Rachele Maragliano Muri, Virgilio Mortari.

ALBERT JOHN OSSMAN, JR. (1957) .....*Instructor in Economics and Political Science*
A.B., A.M., Syracuse University.

*On leave, 1957-58

CECILIA RASDORF (1954) .....*Instructor in Secretarial Studies*
B.S., Indiana State Teachers College; M.Ed., University of Pittsburgh.

DAVID LOEFFLER SMITH (1955) .....*Instructor in Art*
A.B., Bard College; A.M., Cranbrook Academy of Art; American Art School.

J. ROSS STEVENSON (1956) .....*Instructor in Biology*
A.B., Oberlin College; M.S., Northwestern University.

MARGARET R. TRAMMELL (1956) .....*Instructor in Chemistry*
Texas State College for Women; University of Colorado; B.S., M.S., A.M., North Texas State College; M.S., Ph.D., Carnegie Institute of Technology.

DIVISIONAL CHAIRMEN 1957-58

Science ..... Mr. Wallace
Social Relationships ..... Mr. Keefe
Humanities ..... Mr. Davis

DEPARTMENTAL CHAIRMEN 1957-58

Art ..... Mr. LeClair
Biology ..... Mrs. Martin
Chemistry ..... Mr. Wallace
Drama ..... Mrs. Ferguson
Economics ..... Mr. Ossman
Education ..... Mr. Aldrich
English ..... Miss Eldredge
Family Living ..... Mrs. Greene
History ..... Mr. Borsody
Mathematics ..... Mr. Wallace
Modern Languages ..... Mr. McLaren
Music ..... Mr. Wichmann
Philosophy and Religion ..... Mr. Arnett
Physical Education ..... Miss Tanton
Political Science ..... Mr. Keefe
Psychology ..... Mr. Foltin
Sociology ..... Miss Elliott

COURSE CHAIRMEN 1957-58

Arts ..... Mr. LeClair
English Composition ..... Mr. Zetler
History of Western Civilization ..... Mr. Borsody
Human Development and Behavior ..... Mrs. Martin
Modern Society ..... Mr. Keefe
Natural Science B2 ..... Miss Barish and Mr. Hayes
Philosophy of Life ..... Mr. Arnett
Effective Speech ..... Mrs. Ferguson
World Issues ..... Mr. Liem

STANDING COMMITTEES 1956-1957

ACADEMIC STANDING

The Dean, Miss Botsaris, Mr. Cardona, Miss Detchen, Miss Donaldson, Mrs. Martin, Miss McGuire, Miss Morse, Miss Rasdorf, Miss Tanton, Mr. Taylor

ADMISSIONS AND FINANCIAL AID

The Dean, Miss Botsaris, Mr. Davis, Miss Detchen, Miss Donaldson, Miss Morse, Miss Trammell

ASSEMBLY BOARD

Mr. Malfatti, Mr. Markle, Miss Ver Kruzen, plus students

CURRICULUM COMMITTEE

The President, The Dean, Mr. Keefe (1958), Mr. Smith (1958), Miss Vincent (1958), Mr. Borsody (1959), Mr. Storey (1959), Mr. Zetler (1959), Mr. Cummins (1960), Mr. Liem (1960), Mr. McLaren (1960)

LIBRARY

Miss Barish, Mr. Davis, Miss Eldredge, Mr. Hayes, Mr. Ossman, Mr. Taylor

PRESIDENT'S ADVISORY

Miss Eldredge (1958), Mrs. Martin (1958), Mrs. Harris (1959), Mr. Storey (1959)

PUBLIC OCCASIONS

Mr. Ashman, Mrs. Corey, Mrs. Evanson, Mrs. Ferguson, Mr. Storey, Mr. Wichmann, Mr. Zetler, plus students

RELIGIOUS LIFE

Mr. Arnett, Mr. Liem, Mr. Parker, Mr. Stevenson, Miss Vincent, Mr. Wichmann, plus students

TENURE

The President, The Dean, Miss Elliott (1958), Mr. Wallace (1958), Miss Dysart (1959), Mr. LeClair (1959), Mr. Borsody (1960), Miss Vincent (1960)

TUTORIAL

The Dean, Mr. Arnett, Mr. Davis, Mr. Keefe, Mr. Wallace

ALUMNAE ASSOCIATION

The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the college through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Executive Secretary, gathers and publishes information regarding graduates and former students of the college, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The organization interests itself in the general welfare of the college. Several memorial scholarships are given through the Association each year, and, when the funds contributed in any fiscal year exceed the budget, the balance is given to the college for additional scholarships.

Several publications are sent to alumnae of the college—"The Alumnae Recorder," which contains news of the college and its graduates, is a bi-annual publication; "The Alumnae Register," which is issued at stated intervals, is the alumnae directory; "The Viewbook," a pictorial magazine, is sent in conjunction with the Public Relations Department, as are certain bulletins which are published during the school year.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually

at the college in the spring. The purposes of the Council are to encourage loyal alumnae and to enlist their active interest in and support of their alma mater; to keep in close touch with the administration of the college and communicate to the Alumnae the progress and needs of the college; and to formulate policy as well as other recommendations to be presented at the Annual Alumnae Association meeting in June.

Two meetings of the entire Association are held each year, one in the fall and one in the spring. The Business Meeting and Class Reunions are on the Saturday preceding Commencement. The programs are educational and cultural, as well as social. The business sessions give members the opportunity actively to support the forwarding of plans and projects of the college. In communities where Chatham Alumnae Clubs are active, programs of educative and social interest are presented.

Alumnae Representatives, appointed by the college are in many different geographical areas. These representatives work with the Alumnae Relations Director to inform prospective students and their parents about the college, to act as good-will emissaries, and to aid the college in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

OFFICERS

JANE HARMEIER NIMS ..... President
JANET MURRAY NEWTON ..... First Vice-President
NANCY GARLOW HOOP ..... Second Vice-President
AMY McBRIDE ..... Treasurer
GLORIA MOLINATTO SPELLACY ..... Recording Secretary
LETITIA MAHAFFEY ..... Corresponding Secretary
EDNA M. REITZ ..... Alumnae Trustee
MARTHA GLANDON LUTHRINGER ..... Alumnae Trustee
LOUISE GRAHAM BROWN ..... Alumnae Trustee
RUTH HUNTER SWISSHELM ..... Executive Secretary

ALUMNAE CLUBS

BOSTON, MASS.—Mrs. Charles Hauck (Joyce Robinson '49), 20 Bradley Park Drive, Hingham, Mass.

BUFFALO, N. Y.—Mrs. Marne A. Dubs (Carla Gregson '45), 171 Doncaster Road, Kenmore 17, N. Y.

CALIFORNIA—Mrs. Harold M. Hagaman (Barbara Moore '49), 5847 Tampa Ave., Tarzana, Calif.

CHICAGO, ILL.

North Shore—Mrs. James A. Hughes (Helen Ensminger '30), 415 Washington Ave., Wilmette, Ill.

South West—Mrs. Robert Janke (Claudia Bullers '49), 420 Homestead Road, LaGrange Park, Ill.

CLEVELAND, OHIO—Mrs. Bruce C. Harmon (Ruth Arnold '47), 24112 East Silsby Road, Cleveland 21, Ohio

COLUMBUS, OHIO—Mrs. Arthur Pfalzer, Jr. (Priscilla Ballard '50), 254 Mayfair Blvd., Columbus 13, Ohio

DETROIT, MICH.—Miss Clara Osgood '28, 138 Glendale, Detroit 3, Mich.

PHILADELPHIA, PA.—Mrs. Robert A. May (Carolyn Pierce '33), 334 Wister Road, Wynnewood, Pa.

WASHINGTON, D.C.—Lt. Col. Lois Sproull '31, 3040 Idaho Ave., N.W., Washington 16, D. C.

Mrs. Edward Adelson (Lois Potts '54), 1336 Missouri Ave., Apt. 11, Washington 11, D. C.

WESTCHESTER COUNTY, N. Y.—Miss Jane Linton '49, 11 Columbia Ave., Hartsdale, N. Y.

WESTMORELAND COUNTY, PA.—Mrs. Paul McKelvey, Jr. (Helen Barbour '52), 636 Oak Hill Lane, Greensburg, Pa.

YOUNGSTOWN, OHIO—Mrs. William E. Musselman (Betty Monroe '44), 160 Griswold Drive, Youngstown 12, Ohio

PITTSBURGH REGIONAL GROUPS

DORMONT, MT. LEBANON—Mrs. Alfred Ackenheil, Jr. (Pauline Wilson '45), 650 Royce Ave., Pittsburgh 16, Pa.

DOWNTOWN BUSINESS WOMEN—Miss Helen Ryman '24, 50 Academy Ave., Pittsburgh 28, Pa.

EAST BOROUGHS—Mrs. Albert Kern, Jr., (Rhoda McKercher '50), 518 Holmes St., Pittsburgh 21, Pa.

NORTH SURBURBAN—Mrs. C. Richard Bickel (Dorothea Wirth '36), 250 Camberwell Drive, Pittsburgh 38, Pa.

SOUTH HILLS—Mrs. Carl E. Sunnergren (Marian Updegraff '45), 900 Maple Ave., Pittsburgh 34, Pa.

ALUMNAE REPRESENTATIVES

1957-1958

CALIFORNIA—Mrs. George Alexander (Lois E. Kelly '25), 5006 Merita Place, La Canada, California

CONNECTICUT—Mrs. Stanley W. Kochanski (Mildred Rudinski '41), 589 Fern Street, West Hartford, Connecticut

Mrs. John Norman (Mary Lynott '48), 320 Farist Road, Fairfield, Connecticut

DELAWARE—Mrs. Warren I. Pollock (Lois Gilpin '55), 134D Thomas Drive, Monroe Park Apts, Wilmington 6, Delaware.

ILLINOIS—Mrs. T. F. Mayer (Lynn Hughes x'59), 415 Washington Avenue, Wilmette, Illinois

INDIANA—Mrs. Robert Lester Linke (Dorothy Purkiss '42), 3233 North Park Avenue, Indianapolis 5, Indiana

MASSACHUSETTS—Mrs. Ferdinand Arens (Margaret Port '28), 14 Chatham Circle, Wellesley Hills 81, Massachusetts

Mrs. Maurice C. Chase (Florence Bouldin '32), 11 Merrymount Road, Hingham, Massachusetts

MICHIGAN—Mrs. Joseph P. Grantham, Jr., (Nancy Stauffer '44), 1513 Bowers Street, Birmingham, Michigan

MISSOURI—Mrs. Robert C. Johnson (Claranne Von Fossen x'43), 456 Julian Place, Kirkwood 22, Missouri

NEW JERSEY—Mrs. W. W. Augustine (Sally Dougan '49), Rosedale Road, Princeton, New Jersey

Mrs. Robert W. Haase (Louise Hamilton '24), 630 Raymond Street, Westfield, New Jersey

Mrs. C. Marshall Muir (Mary Jane Shane '25), 9 South Munn Avenue, East Orange, New Jersey

Mrs. George C. Randall (Virginia Ray '28), 464 Heights Road, Ridgewood, New Jersey

NEW YORK—Mrs. Cameron Brown (Katrina Utne '36), Spring Valley Road, Ossining, New York

Mrs. James A. Caddy (Cleo Bennett x'46), 84 Kilburn Road, Garden City, Long Island, New York

Mrs. Robert L. Dieffenbacher (Ruth E. Lenon '29), 35 Concord Road, Port Washington, New York

Mrs. J. Barrie Graham III (Margaret Christy '40), 44 Windover, Hamburg, New York

Mrs. John Stevens Hall (Marion Swannie '45), 2 Fifth Avenue, New York 11, New York

Mrs. Benjamin R. Harriman (Mary-Stuart Clements '36), 85 Danbury Circle North, Rochester 18, New York

Mrs. Donald L. Houck (Carol Lenz '48), 215 Mt. Vernon Road, Snyder 26, New York

Mrs. H. Kaye Kerr (Ruth Fite '40), 102 Kline Street, Syracuse 3, New York

OHIO—Mrs. Edward H. Connor, Jr. (Anne Lucille Cummins '43), 8 Stoner Avenue, Poland 14, Ohio

Mrs. James E. Hale (Hariett McCaw '25), 210 Webster Park Avenue, Columbus 14, Ohio

Mrs. LeRoy D. Hall (Nancy Herdt '45), 5667 Belmont Avenue, Cincinnati 24, Ohio

Mrs. Raymond Kondrat (Jean McGregor '49), Fourth Street, Box 342, Waynesville, Ohio

Mrs. Lawrence Stovicek (Marlene Shettel '51), 18501 Invermere Avenue, Cleveland 22, Ohio

PENNSYLVANIA—Miss Isabelle Allias '54, 601 North Front Street, Harrisburg, Pennsylvania

Mrs. Howard Brainerd (Elizabeth Shipley '20), 700 Mixsell Street, Easton, Pennsylvania

Mrs. Neil K. Culbertson (Martha Branch '37), 7 Brook Street, Warren, Pennsylvania

Mrs. John H. Davidson (Estous Lee x'33), 409 East Chestnut Street, Washington, Pennsylvania

Mrs. Herman M. Dight (Charlotte Graham '32), 608 North McKean Street, Butler, Pennsylvania

Mrs. William G. Ender (Caroline Hesse '35), 1613 Millard Street, Bethlehem, Pennsylvania

Mrs. Howard N. Hartman (Martha Cox '45), 522 Glen Arbor Drive, Wynnewood, Pennsylvania

Mrs. Thomas Kachulis (Christine Metro '52), 839 Fairfield Drive, Sharon, Pennsylvania

Mrs. W. Homer Knox (Helen A. Myers '29), 606 Mace Street, Greensburg, Pennsylvania

Mrs. Rowland K. Leonard (Mary Jane Kerr '39), 4 Wyomissing Hills Boulevard, Reading P. O., Pennsylvania

Mrs. B. Elkins Longwell, Jr. (Elsie McCreery '31), 334 Gardner Street, Johnstown, Pennsylvania

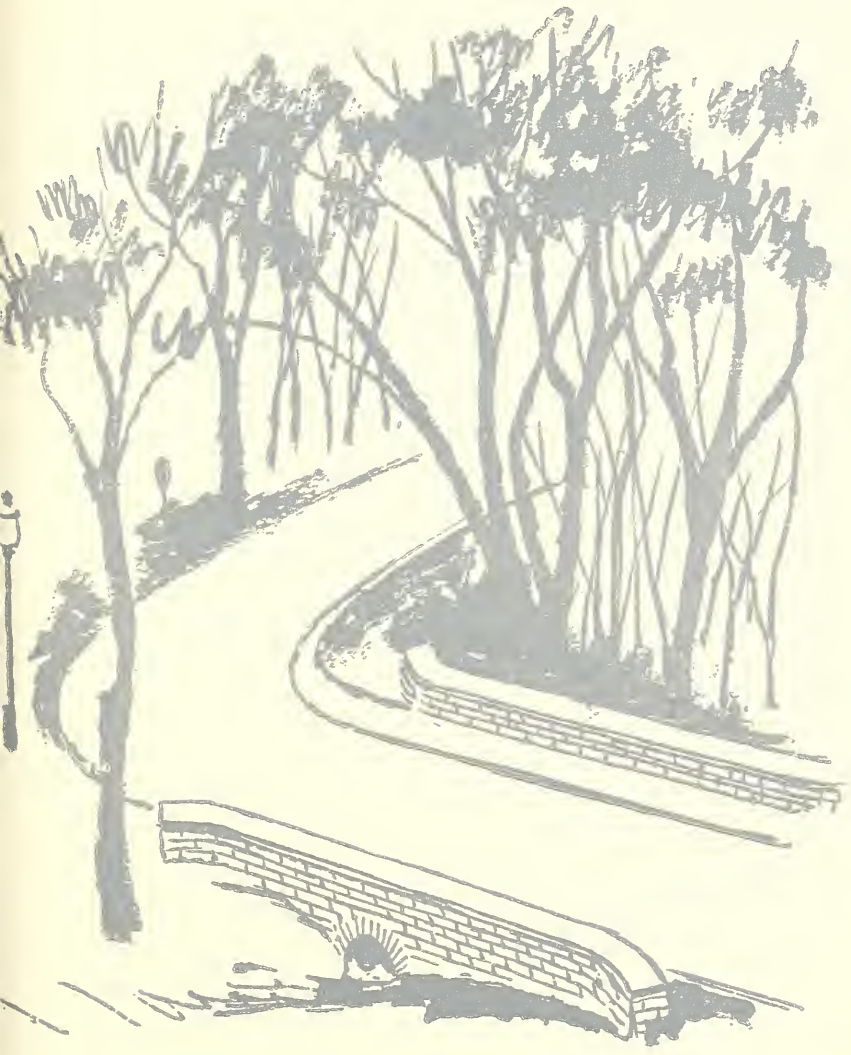
Mrs. Robert A. May (Carolyn Pierce '33), 334 Wister Road, Wynnewood, Pennsylvania

Mrs. James W. Titelman (Barbara Maloy '54), Upper Brush Mountain Road, Hollidaysburg, Pennsylvania

VIRGINIA—Mrs. Norman P. Reichley (Ruth Berkey '34), 5806 Little Falls Road, Arlington 7, Virginia

WEST VIRGINIA—Mrs. Joseph Early (Ruth Ludebuehl '33), 1408 Peacock Lane, Fairmont, West Virginia

Miss Nancy Kellermeyer '57, 15 Springhaven Road, Wheeling, West Virginia



GENERAL COLLEGE INFORMATION

Correspondence Directory

Correspondence regarding the general interests of the College should be addressed to the President of the College.

Inquiries regarding the academic work of students, their withdrawal, scholarships and loan funds should be addressed to the Dean of the College.

Requests for catalogues, inquiries regarding admission to the College and the reservation of rooms in the residence halls should be addressed to the Director of Admissions.

Correspondence relating to business matters should be addressed to the Business Manager.

Payment of college fees should be sent to the Bursar. Checks should be made payable to Chatham College.

Correspondence relating to the publicity of the College should be addressed to the Director of Public Relations.

Requests for transcripts of records should be addressed to the Registrar.

Correspondence relating to the alumnae of the College should be addressed to the Secretary of the Alumnae Association.

Those wishing to get in touch with an Alumnae Representative living near their home should consult pages 134-137.

College Calendar

ACADEMIC YEAR 1957-1958

Freshman Orientation ..... Sunday, September 15

Registration for Upperclassmen ..... Thursday, September 19

Registration for Freshmen ..... Friday, September 20

Opening of the 87th Academic Year.. 8:30 a.m., Monday, September 23

Matriculation Exercises ..... Tuesday, September 24

Chatham Day ..... Thursday, November 14

Thanksgiving Holiday ..... 2:20 p.m., Wednesday, November 27 to
(November 28) 8:30 a.m., Monday, December 2

Christmas Vacation ..... 2:20 p.m., Friday, December 20 to
8:30 a.m., Tuesday, January 7

Study Day ..... 12:20 p.m., Thursday, January 23 to
2:00 p.m., Friday, January 24

(Thursday p.m. classes to be held Thursday a.m.—Thursday, January 23)

First Semester Examinations ..... 2:00 p.m. Friday, January 24 through
Friday, January 31

Second Semester begins ..... 8:30 a.m., Monday, February 3

Spring Vacation ..... 2:20 p.m., Friday, March 28 to
(Easter—April 6) 8:30 a.m., Wednesday, April 9

Study Day ..... Wednesday, May 28

Second Semester Examinations ..... Thursday, May 29 through
Friday, June 6

Commencement ..... Monday, June 9

ACADEMIC YEAR 1958-1959

Freshman Orientation .....Sunday, September 14

Registration for Upperclassmen .....Thursday, September 18

Registration for Freshmen .....Friday, September 19

Opening of 88th Academic Year ....8:30 a.m., Monday, September 22

Matriculation Exercises .....Tuesday, September 23

Chatham Day .....Thursday, November 13

Thanksgiving Holiday .....2:20 p.m., Wednesday, November 26 to
(November 27) ... 8:30 a.m., Monday, December 1

Christmas Vacation .....2:20 p.m., Friday, December 19 to
.. 8:30 a.m., Tuesday, January 6

Study Day .....12:20 p.m., Thursday, January 22 to
2:00 p.m., Friday, January 23

(Thursday p.m. classes to be held Thursday a.m.—Thursday, January 22)

First Semester Examinations .....2:00 p.m., Friday, January 23
through Friday, January 30

Second Semester begins ....8:30 a.m., Wednesday, February 4

Spring Vacation .....2:20 p.m., Wednesday, March 25
(Easter—March 29) through 8:30 a.m., Monday, April 6

Study Day .....Friday, May 29

Second Semester Examinations .....Saturday, May 30 through
Saturday, June 6

Commencement .....Monday, June 8

Freshmen and Sophomores will be expected to leave campus twenty-four hours after their last examination.

EVALUATION SERVICES

The Office of Evaluation Services is of inestimable worth in refining numerous aspects of the curriculum. It is important to state academic and general college objectives but it is equally important to have the proper instruments by which to measure relative achievement of those objectives. Through the services of this office, the entire college program is studied.

Important in the Chatham program are Exemption Examinations through which the student may establish the right to move on to advanced courses and the General Examination which is designed to help the student integrate her college experience in the senior year.

The Office of Evaluation Services also gathers faculty and student opinion on critical issues, helps to assess qualifications for admissions and for scholarship aid, and diagnoses individual needs and aptitudes.

AUDIO-VISUAL MATERIALS CENTER

The Audio-Visual Materials Center furnishes sound motion pictures to schools, colleges, and organizations throughout Pennsylvania and neighboring states. The Center has approximately 2500 films, filmstrips, and slides which deal with biology, chemistry, English, geography, history, music, vocational guidance, and many other subjects. It also supplies recreational films for use in school assemblies, P.T.A.'s, clubs, etc.

Films are available for use in classrooms on the campus and many members of the faculty use them as a regular part of their class instruction.

HEALTH SERVICE

The health of students is a vital concern to the college. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the College Physician, at the beginning of the college year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the College Physician, the resident nurse has charge of all cases of illness in the college, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The College Physician calls at the college at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care is available in Pittsburgh. The college infirmary has modern equipment and provides for isolation. See Medical Expenses—page 105.

OPERA WORKSHOP

The Opera Workshop of Chatham College began in the summer of 1949. Annual summer workshops are scheduled under noted producers, directors, and instructors in the operatic world.

The purpose of the Workshop is to offer talented, mature singers a course dealing with the singing and acting techniques of the lyric theater. The Workshop is open to any man or woman who can demonstrate satisfactory vocal ability and musicianship.

Classes are given in operatic repertory, dramatics and stage techniques, foreign diction, musical ensemble, acting and

make-up, dancing and fencing. Also included are classes in opera conducting and coaching (for pianists), choral conducting and stage directing.

Regular operatic productions are planned and students participate in these according to their individual talents. Public performances include dramatized scenes from operas of the standard repertoire and entire operas—costumed and staged—performed at end of each season.

On the faculty are experts in the teaching of opera. For further information, write to Mr. Russell G. Wichmann, Chairman of the Chatham College Music Department.

PLACEMENT SERVICE

The college maintains a Placement Service which offers its services both to students and to alumnae. The Vocational Counselor works in conjunction with the Director of Placement in placing students in part-time and summer employment.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced musical ability.

Training is based on simple laws of physiology and a scientific mental approach to give the student a clear picture of the problems of performance and a growing confidence through his increased knowledge and ease of accomplishment.

The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent musical educators under the direction of Mihail Stolarevsky.

A Summer Day Music Camp is conducted by the Laboratory School on the Chatham campus. Information concerning this training may be secured by writing to Mr. Mihail Stolarevsky, at the College.

HOW TO GET TO CHATHAM COLLEGE

The College is within a twenty minute taxicab distance from downtown Pittsburgh and the railway stations, and approximately one hour from the airport. Students arriving by train from the East will do well to leave the train at the East Liberty station, which is near the College.

Driving to the College from the East, it is advisable to turn off the Pennsylvania Turnpike at the Pittsburgh interchange and follow Route 22 to the Penn-Lincoln Parkway. Continue on the Parkway to the Braddock Avenue interchange then follow Braddock Avenue to Forbes Street. Turn left on Forbes Street then turn right again off Forbes on to Beechwood Boulevard. Continue on the Boulevard to Fifth Avenue, turn left on Fifth, and the college entrance is approximately three blocks on the left. When driving to the college from downtown Pittsburgh, the best route is out Bigelow Boulevard, down Baum Boulevard to Negley Avenue. Turn right on Negley and continue to Fifth Avenue. Turn left on Fifth and the college entrance is approximately three blocks on the right.

CHATHAM COLLEGE

Legacies

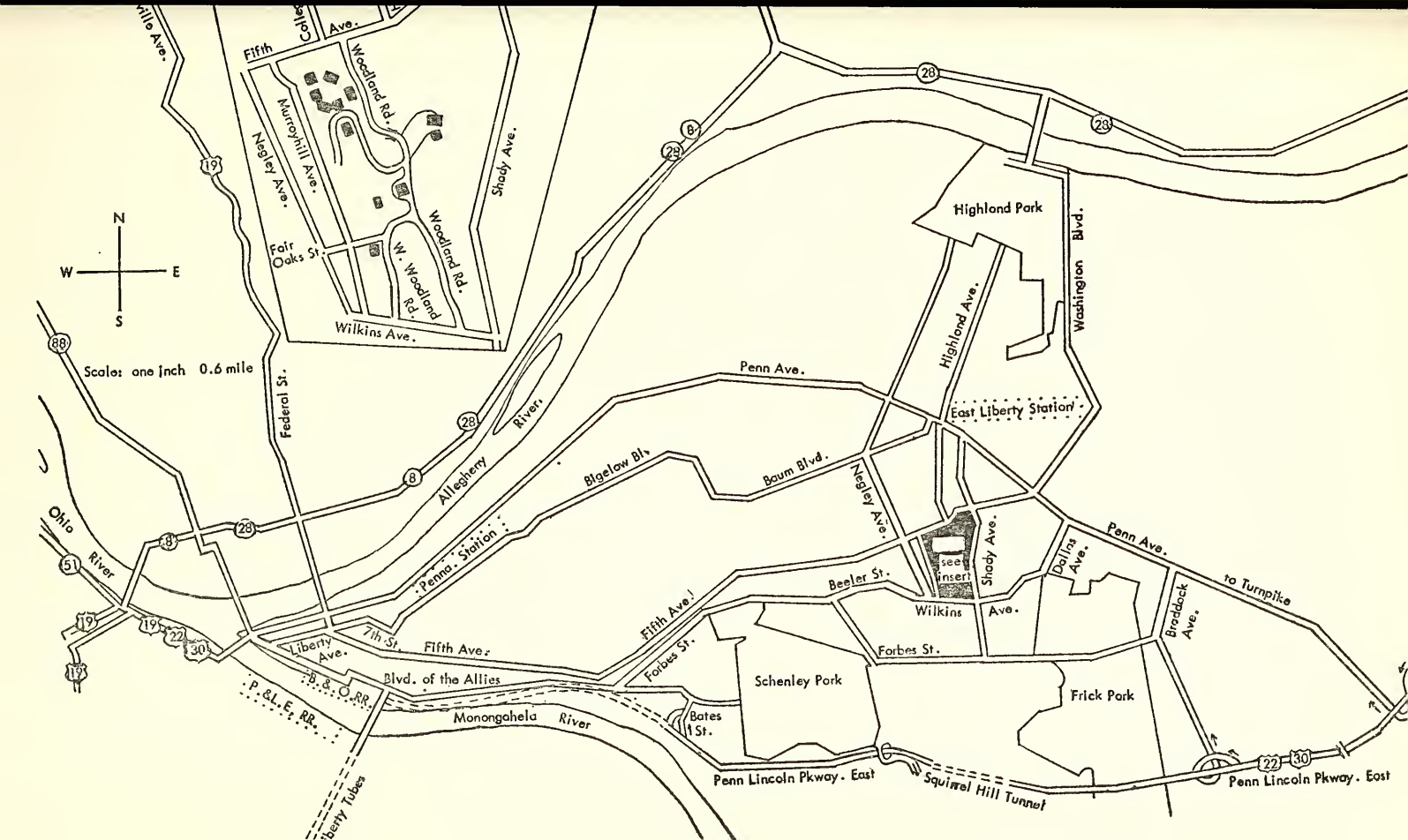
Former students and all friends of Chatham College who are interested in developing and encouraging an outstanding program of liberal arts are invited to consider the College in the disposition of their estates by will.

Form of General Bequest

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of $_____

Form of Bequest for Addition to Endowment

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of $_____ to be added to the General Endowment Funds of the College.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Murrayhill Ave.
Negley Ave.
Shady Ave.
Fair Oaks St.
W. Woodland Rd.
Woodland Rd.
Wilkins Ave.
Federal St.
Allegheny River
Penn Ave.
Bigelow Blv
Baum Blvd.
Penna. Station
Ohio River
Liberty Ave.
7th St.
Fifth Ave.
Blvd. of the Allies
P.&L.E. RR.
B.&O.RR.
Monongahela River
Liberty Tubes
Fifth Ave.
Forbes St.
Schenley Park
Bates St.
Penn Lincoln Pkway. East
Squirrel Hill Tunnel
Penn Lincoln Pkway. East
Highland Park
Highland Ave.
Washington Blvd.
East Liberty Station
Negley Ave.
see insert
Shady Ave.
Dallas Ave.
Penn Ave.
to Turnpike
Beeler St.
Wilkins Ave.
Forbes St.
Braddock Ave.
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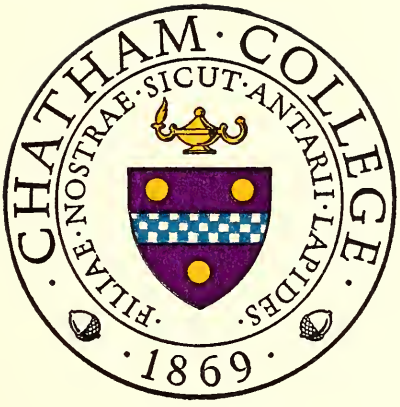

BULLETIN OF

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CHATHAM COLLEGE

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SEPTEMBER, 1958

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EDUCATIONAL PROGRAM

The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding and with a readiness to adjust quickly and easily.

The liberal arts college is to be distinguished from other kinds of institutions in that it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation, and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual's discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from in-

dividual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The college program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities which must be developed to an appropriate level so that democratic values reinforced by socially constructive attitudes may be supported by effective action are:

1. The ability to communicate: This involves reading, writing, listening and speaking.

2. The ability to solve problems: This involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, inference of valid conclusions, and the application of conclusions.

3. The ability to express oneself: This involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.

4. The ability to live with others.

5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society.

1. Each individual is an object of dignity.

2. All men should have legal equality and equal opportunity for the development of their individual abilities.

3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.

4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

Socially constructive attitudes which can be expected to emerge are:

1. Consideration for the viewpoints of others, with freedom from racial, religious or other social prejudices.

2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.

3. Readiness to adapt our ideas and actions to a changing environment.

4. Desire to think in terms of the ideal, and willingness to take action in support of principle.

5. Concern for the spiritual, intellectual, and creative phases of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.

2. The universe he inhabits.

3. His social relationships.

4. His aesthetic achievements.

5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where a common curriculum is desirable. There are also spheres of knowledge where individual interests

and talents should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities and the world of values. Furthermore the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic education curriculum: basic education should be (1) comprehensive, (2) identical for all since it deals with common needs, (3) directive in emphasis, (4) correlated with specialized interests, (5) concerned with the development of social consciousness, (6) challenging to the further use of creative talent and (7) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

AREA I—MAN

HUMAN DEVELOPMENT AND BEHAVIOR. This is a three-hour course throughout the year which corre-

lates materials concerned with human living. These include certain major concepts in biology, psychology, social anthropology and nutrition which aid in the study of the changing reactions of human beings throughout the life span. The course is designed to give the student a knowledge of the various structures and functions of the body as well as an increased ability to meet the typical problems involved in the social, emotional and intellectual development of the individual.

AREA II—THE UNIVERSE

THE NATURAL WORLD. This is a one-year requirement in science, the first semester of which is devoted to consideration of the important concepts and methods of one of the special sciences: astronomy, biology, chemistry or physics. The second semester consists of the course, History and Philosophy of Science, which provides insight into the development of the major concepts in science and their relationships to human life.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a three-hour course throughout the year which traces the cultural developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense, but rather a course dealing with the problems and achievements of our cultural heritage.

MODERN SOCIETY. This is a three-hour course throughout the year and ordinarily will be taken in the sophomore year. The objective is to provide the student with materials concerning significant social, economic and political problems and institutions and with a method of understanding and analyzing these problems and institutions.

WORLD ISSUES. This is a three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences in the relations among nations.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a four-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry, music and the dance. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a workshop program requiring an evaluation of recommended concerts, plays, novels, art exhibits and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

PHILOSOPHY OF LIFE. This is a three-hour course throughout the year and is ordinarily taken in the senior year.

The objective of the course is to provide the student with an understanding of the world of values and with an opportunity to engage in significant philosophical and religious thinking and discussion.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a reading ability in one foreign language. This must be accomplished through a proficiency examination or through course work in one of the foreign languages. (See the College Language Requirement, page 70.)

ENGLISH COMPOSITION. This is a two-hour course throughout the year which is correlated with the other courses from which materials will be drawn for practice in the art of writing.

EFFECTIVE SPEECH. This is a two-hour course throughout the year. It is correlated with Modern Society and other basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four semester requirement with electives in team sports, individual and dual sports, aquatics and dance.

The above courses constitute the curriculum of basic education.* In the average student program, they total slightly over half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years (see graph, page 45).

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examina-

*Further description of these courses is to be found on pages 46-49.

tions. Through the exemption examinations which are offered by the Office of Evaluation Services, a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they have no relationship with one another. Both basic and individualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate testing and guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter shall be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

It is necessary for the college student to clarify her aims in order to become aware of her own particular abilities and to know the progress she is making. In order to make certain that such information becomes available to the student, the college has an Office of Evaluation Services headed by a full-time director. (See Office of Evaluation Services, page 146.)

To fulfill the requirement in concentration, the college offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all seniors involving six hours of academic credit. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets once a week during the year with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that the success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner—in advance of his students, to be sure—and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on

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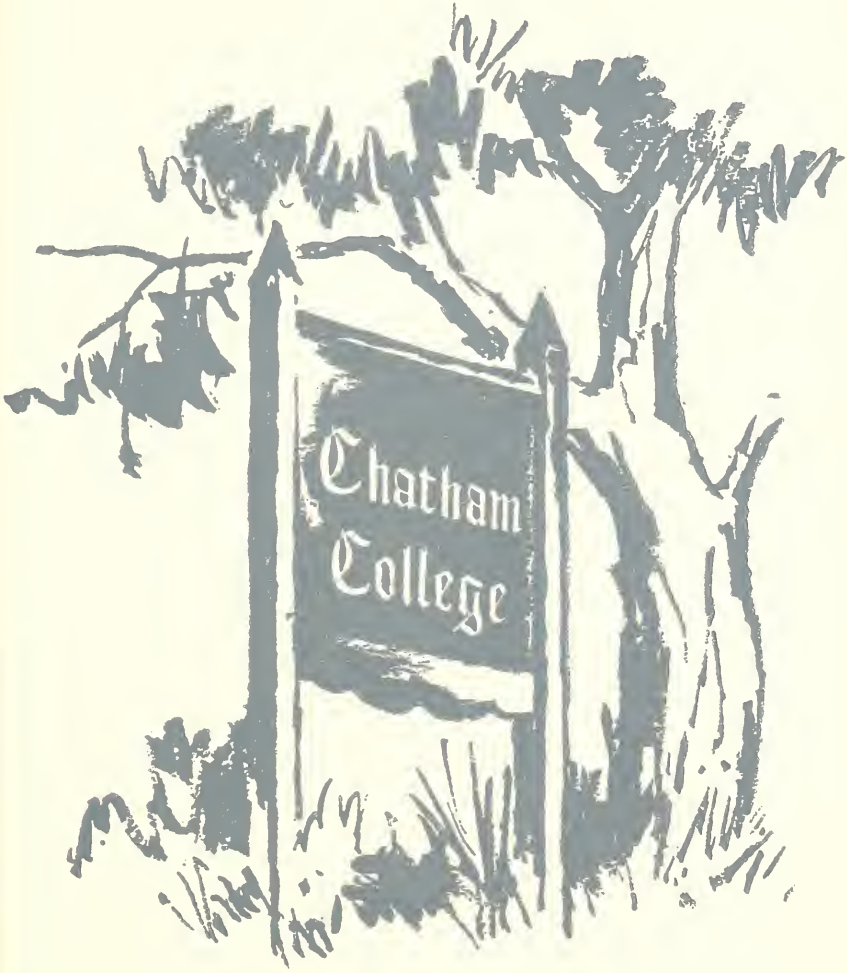
*Further description of these majors is to be found on pages 40-41.

the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the college.



THE COLLEGE

The College

THE PAST

According to Emerson, "An institution is the lengthened shadow of one man." Chatham College, however, is the lengthened shadow, not of one man, but of many devoted men and women who have built and are building their lives into it. But he who casts the longest shadow now extending across more than eighty-five years, is the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in founding a college for women in Pittsburgh.

This was the year 1869. The University of Pittsburgh was, at that time, a "men's college." Founded to provide higher education for women, the college began as Pennsylvania Female College and consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The first Board of Trustees selected the house and grounds of Mr. George A. Berry as the college site. For many years, the college catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a full-fledged college. The college offered courses in languages, both modern and ancient, English language and literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training. A systematic study of the Bible was also required of every student.

From the opening day of the college, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building. Included in this structure was a chapel where students were required to attend daily services.

For nearly a score of years, the college consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to "Pennsylvania College for Women," with the action to amend the charter being started through student petition to the Board of Trustees.

The college continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

The following year, the resident students organized a student government program. This, in the form of Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program but in the spring of 1923, a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 came the Louise C. Buhl Hall of Science. This hall was erected

in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions. In the Lower Division, the student was to acquaint herself with the major fields of human thought. In the Upper Division, the student concentrated in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty felt, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the college with the residence and grounds that had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the college saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall and a new wing which included an infirmary and dormitory space in Woodland Hall, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, Gateway House and three new buildings to replace the original college buildings, providing one of the best equipped small colleges in the country.

Currently the college possesses buildings, grounds and equipment with a book value of approximately $5,000,000 and an endowment of $7,000,000.

In 1946, the present curriculum was introduced, a de-

velopment which placed Chatham among the pioneers in curriculum progress in the post-war period.

The name "Pennsylvania College for Women" was changed to Chatham in 1955. This was done to eliminate the confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

Since 1869, the institution has been "lengthened" by the shadows of the men and women who have built their lives into it. To them, present and future students are indebted for the history which they have made and are making.

THE CAMPUS

Following the vision and purposes of its founder and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in an unusually attractive physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the dual advantage of being within a short distance of the theatre, the museums, the symphony hall, the libraries, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of approximately four hundred and fifty. The campus also has expanded to meet the growth of the college: there are now twenty-three buildings on twenty-seven acres of rolling, wooded grounds.

Dominating the Chatham landscape* is the Chapel which seats eight hundred people and which has a four-manual Moeller organ with carillonic bells. The bells are played for ten minutes before religious services and each evening just before dinner. On the ground floor of the Chapel are a large lounge, a meditation chapel, a choir room and offices.

Walking around the quadrangle of buildings, one comes next to the James Laughlin Memorial Library which contains more than 50,000 volumes. Like the Chapel and all buildings in this integral part of the campus, it is in the style of Georgian architecture. The reading room, with its wide tables, individual lights and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and

*See map, page 28.

reserve room, the historical room, and seminar and private study rooms.

The Louise C. Buhl Hall of Science is the next stop on the campus tour. The Science Hall has laboratories for the departments of chemistry, biology and physics, and a lecture hall with facilities for the use of motion pictures. The science library on the lower floor has approximately four thousand volumes.

A trio of new buildings, dedicated in the spring of 1954, complete the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction units which are an important part of Chatham's education program, space for extra-curricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore and a modern snack bar.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the five dormitories. In this resident hall are single and double rooms, as well as suites of two rooms. Woodland also houses the college infirmary and the dining rooms. The Dining Hall is light and pleasant and has tables seating six, providing for a personal dinner atmosphere.

Next door to Woodland, as one leaves the top of the hill, is Lindsay Hall, the smallest, most intimate, of the dormitories. This house was the "President's Residence" from 1910 until 1945, when Gregg House was acquired. Gregg House now serves as the home of the president of the college.

From Woodland Hall sunporch, one can look across Woodland Road to the opposite hill where two more dormitories, Fickes and Beatty Halls, are located. These buildings, originally family estates, provide the students who live there

with the same homelike atmosphere that pervades all of the Chatham residence halls. Like the other dormitories, there are large sunny rooms and comfortable lounges.

Following the winding path across the lawn from Lindsay Hall, one comes next to the buildings and grounds which were formerly owned by Andrew W. Mellon, late Secretary of the Treasury, and given to the college in 1940 by Mr. Paul Mellon. Here a number of seniors live in a dignified and spacious residence in the Tudor style of architecture. Mellon Hall has bowling alleys and a tiled, regulation-size swimming pool. The grounds and gardens are beautifully landscaped.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. The Department of Music utilizes this building which has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road is the three and one-half acre recreation field and the new Physical Education Building. This building includes a large gymnasium floor, seminar rooms, classrooms and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four all-weather tennis courts.

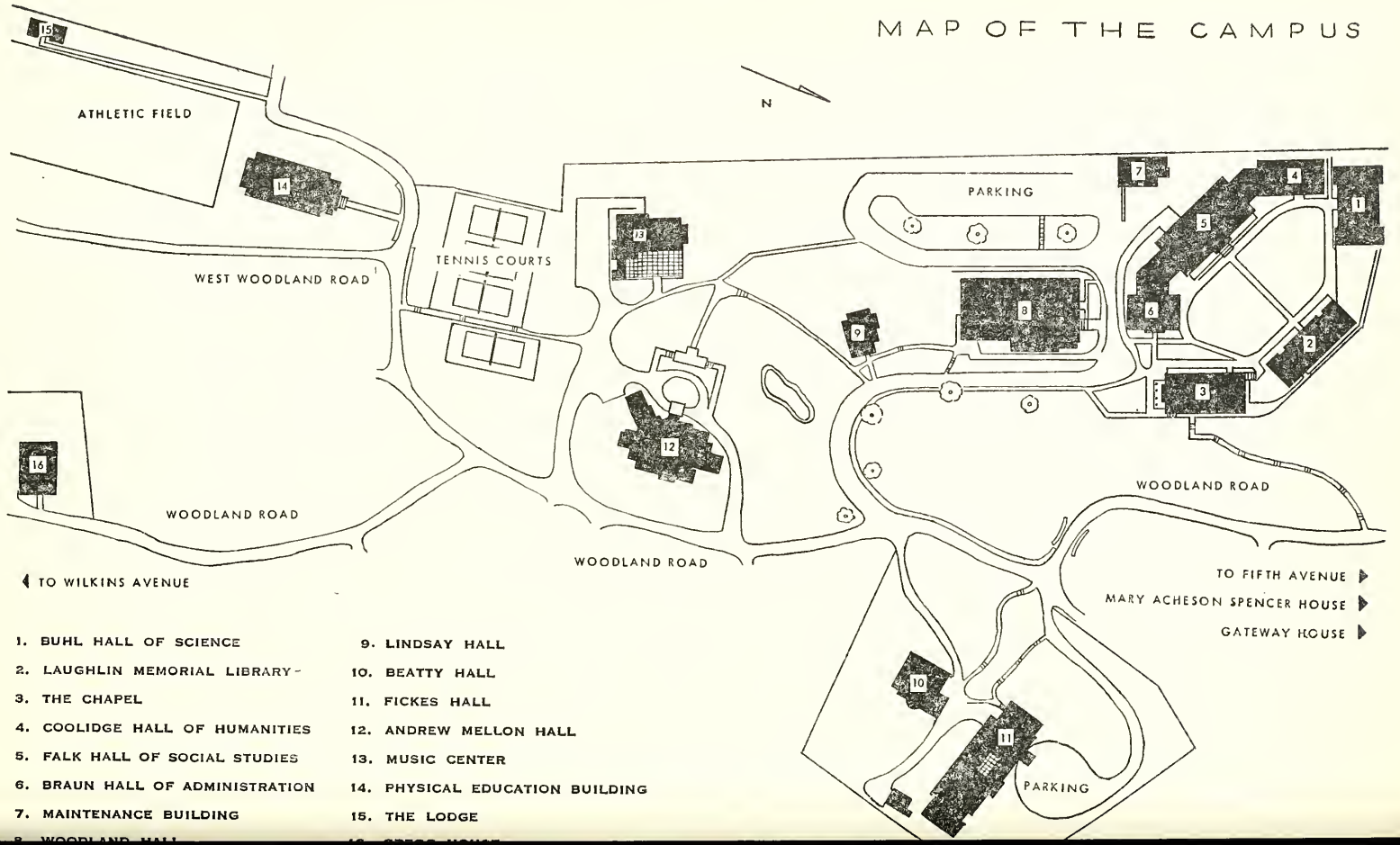
There are also facilities for picnics, and, in the cold weather, the "Lodge" (just off the playing field) with its large living room, open fireplace and kitchenette, is an inviting place for informal gatherings.

Toward Wilkins Avenue on Woodland Road is Gregg House, home of the president of the college.

Toward Fifth Avenue, the first house on the left below the Chapel is Mary Acheson Spencer House, the official residence of the dean of the college.

The tour is complete when one comes to Gateway House at the end of Woodland Road on the right. Gateway is a small and charming residence hall of Early American decor and the home of the Chatham Family Living Department.

MAP OF THE CAMPUS



1. BUHL HALL OF SCIENCE
2. LAUGHLIN MEMORIAL LIBRARY
3. THE CHAPEL
4. COOLIDGE HALL OF HUMANITIES
5. FALK HALL OF SOCIAL STUDIES
6. BRAUN HALL OF ADMINISTRATION
7. MAINTENANCE BUILDING
8. WOODLAND HALL
9. LINDSAY HALL
10. BEATTY HALL
11. FICKES HALL
12. ANDREW MELLON HALL
13. MUSIC CENTER
14. PHYSICAL EDUCATION BUILDING
15. THE LODGE

THE COLLEGE COMMUNITY

The college community of sixty faculty and four hundred and fifty students drawn from many states and from foreign countries provides variety of experience and yet assures each student a distinctive place and individual consideration. The classes at Chatham are small and the instruction is individualized. There is opportunity for seminar discussions and for numerous contacts with members of the faculty. The tutorial projects give students a direct, close association with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. They are responsible for a steady flow of significant books. In its membership are artists, musicians, dramatists and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

The students at Chatham are selected for their intellectual curiosity, character and achievement. Different nationalities are represented each year in the student body. In recent years there have been students from France, Thailand, Iran, Korea, Egypt, Switzerland, and Colombia. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

The educational program at Chatham College is designed to educate students to assume responsibility. Both the educational program and the co-curricular activities of the college encourage increased freedom accompanied by increased responsibility. A dominant characteristic of the college is the spirit of unity, friendliness and cooperation.

The college maintains a carefully planned advisory system. Faculty members or administrative officers act as resident counselors in each dormitory. They meet weekly with house councils and house officers to discuss dormitory organization and plans. In addition, resident counselors provide general counseling.

When the student becomes a junior, one of the professors in her major field serves as her principal advisor. As an under-classman, she has a faculty advisor appointed by the Dean. The student counselors work directly under the Assistant Dean.

Dormitory life is an integral part of the educational program of the college because it offers students practice in the art of living together. Every effort is made to have student rooms and living rooms homelike and pleasant.

Student officers, elected and supported by the students, establish and maintain the social standards in all the dormitories. They cooperate with the student counselors and the administration in promoting the social and academic interests of the students. Freshmen dormitory students are permitted ten overnights a semester; sophomores, eleven; juniors, twelve; first semester seniors, fourteen; second semester seniors, unlimited provided they are in good academic standing.

Although the majority of the students at Chatham live in residence halls on the campus, some of the Pittsburgh students choose to commute. All students, whether resident or day,

may share in every college activity. Much of the social and activity program of the college centers in the dormitories where house dances as well as open houses are held at various times during the year. Day students are associate members of a dormitory and are included in the dormitory programs.

Upon admission each student accepts the Chatham College honor system, a system of mutual respect and trust. The Honor Code is important in helping each student to grow in maturity since it gives the individual responsibility as well as freedom. The entire college community believes in personal integrity. The community spirit of honor pervades every phase of campus life—it is active in the classrooms, in the dormitories, in the library, and, in fact, in all personal relationships.

All student organizations have one or more faculty advisors chosen by the students. There are a number of faculty-student committees and organizations. Each class at Chatham elects a faculty advisor and the Student Government Association chooses an honorary member from the faculty.

Vested in the Student Government Association, within the framework of its educational objectives, is the discipline of the college. Each student is a member. The S.G.A. is a part of the total administrative plan of the college and, as such, has a part in supporting all college programs and events. The officers of the Association meet frequently with the Dean to coordinate planning.

A calendar of activities for all students is provided through the Activities Council. Its activities are educational as well as social.

The all-student Athletic Association provides activities such as field hockey, archery, basketball, mushball, badminton, swimming, tennis, bowling, fencing and canoeing. Arrangements are made for horseback riding and golf in nearby parks.

Students are urged to enter into interclass sports competition in mushball, basketball and hockey as well as to try out for the "Varsity" which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Athletic Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The "Cornerstone" is the college annual, a pictorial and literary record of student life at the college, while the weekly newspaper, featuring current news of interest, is called "The Arrow." "The Minor Bird" is a semi-annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus and the Sinfonietta, groups which give their services to churches, clubs, and philanthropic organizations.

Assembly Hour, eleven-thirty to twelve-thirty every Tuesday and Thursday morning, gives students as well as faculty members an opportunity to participate. Student government, class, and smaller committee meetings are held during the assembly periods. One half of the Thursday assembly is devoted to religious services. Distinguished lecturers and speakers are invited periodically throughout the year to address the college community.

Chatham College, although founded under Presbyterian influence and Christian emphasis and tradition, is non-denominational and welcomes students of all faiths.

The college believes that the development of spiritual and moral insight is an integral part of an educational experience.

It has weekly chapel services and encourages students to attend the churches of their own choice on Sunday. The college has a chaplain who is available for religious counseling and who teaches courses in religion. Other activities in special seasons and throughout the year are available for further expression of religious interests.

Certain customs have developed through the years into vital traditions. These include Matriculation Day, Color Day, the annual play contest, the annual song contest, the Christmas Candlelight Service, carol singing, and Moving-Up Day.

The college attempts to develop students' particular abilities and interests, to teach them the importance of learning to live together and to take positions of responsibility and leadership in their own communities. Its co-curricular program is closely tied-in with its academic program to serve the same fundamental ends.

THE ENVIRONS

No American city has undergone as dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, almost overnight, one of the most interesting and progressive cities in the United States.

Over two billion dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is indeed fortunate to have the cultural facilities of such a city within minutes of the campus.

The natural science classes often visit the Buhl Planetarium and the Carnegie Museum. Science majors visit the laboratories of the Mellon Institute—unique in this country for industrial research—and many Chatham students are employed there after graduation. Sociology students work in city settlement houses; education students do student teaching in the city schools; drama students occasionally are cast for parts in the productions of the Playhouse and the Civic Light Opera; music students sometimes participate in concerts of the Pittsburgh Symphony.

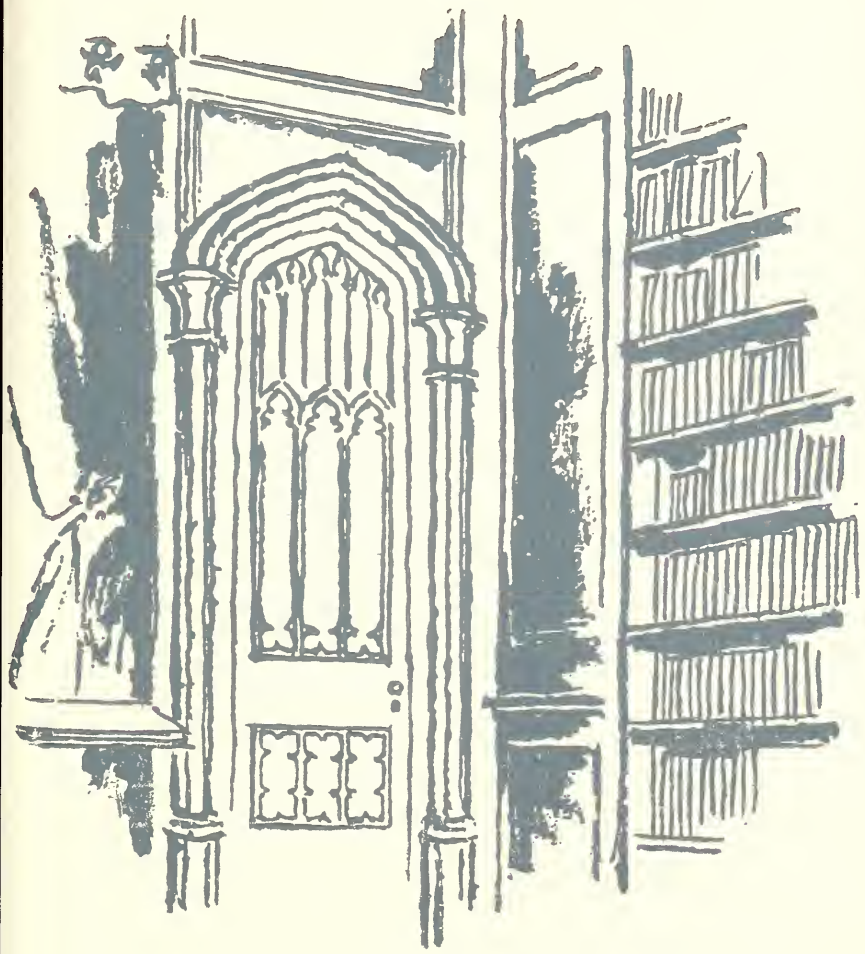
Many Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, the Music Guild series of vocal and instrumental artists, and concerts of visiting symphonies at student rates.

The International Exhibitions of Contemporary Painting, sponsored in alternate years by the Carnegie Institute, are both world famous and highly influential in the development of artistic appreciation in Pittsburgh. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are

exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

At the Nixon Theater, Broadway plays are produced and students have the opportunity to see current offerings that are occasionally pre-Broadway productions.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.



COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation from Chatham College are:

1. The passing of the following required courses* which are to be distributed over the four years.
   Human Development and Behavior B1-2 (6 hrs.)
   Natural Sciences B1 (choice of four) and B2 (8 hrs.)
   History of Western Civilization B1-2 (6 hrs.)
   Modern Society B101-102 (6 hrs.)
   World Issues B105 (3 hrs.)
   The Arts B1-2, B101-102 (12 hrs.)
   Philosophy of Life B151-152 (6 hrs.)
   English Composition B1-2 (4 hrs.)
   Effective Speech B1-2 (4 hrs.)
   Physical Education B1, B2, B3, B4 (4 hrs.)
2. The demonstration of a reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a Tutorial in a major field under the individual supervision of the appropriate faculty member.
5. The successful completion of 124 semester hours.
6. The maintenance of a cumulative point standing of 2.00, a C average.
7. The completion of the Senior General Examination.

DEGREES

The Degree of Bachelor of Arts

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for

*A student will be excused from taking any of the required courses in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

graduation with a major approved for the Bachelor of Arts degree.

The Degree of Bachelor of Science

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology.

MAJORS (See Page 16.)

Field Majors

Students meeting the requirements for admission to the junior class are offered major work in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology, and Spanish—leading to the degree of Bachelor of Arts; biology and chemistry—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the section presenting its courses. To the general requirements for graduation and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

Interdepartmental Majors

An Interdepartmental Major is offered for the superior student who desires as comprehensive an academic program as possible. By cutting across departmental lines it makes possible many combinations of courses. A student electing this major may combine subjects with reference to individual interests and objectives.

An Interdepartmental Major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

HONORS

At a special Honors Convocation each fall, Honors are announced for the Senior, Junior and Sophomore classes. This list consists of those students having a cumulative average of 3.40.

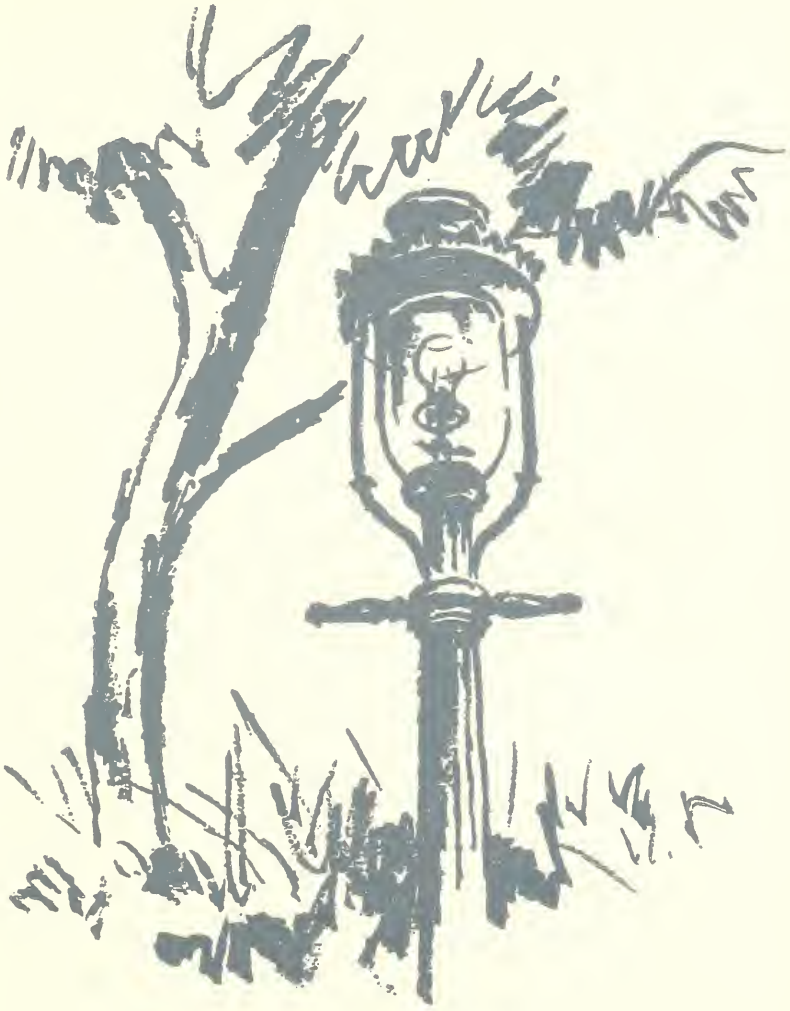
Honors are granted at graduation as follows:

High Honors: A cumulative average of 3.75

Honors: A cumulative average of 3.40

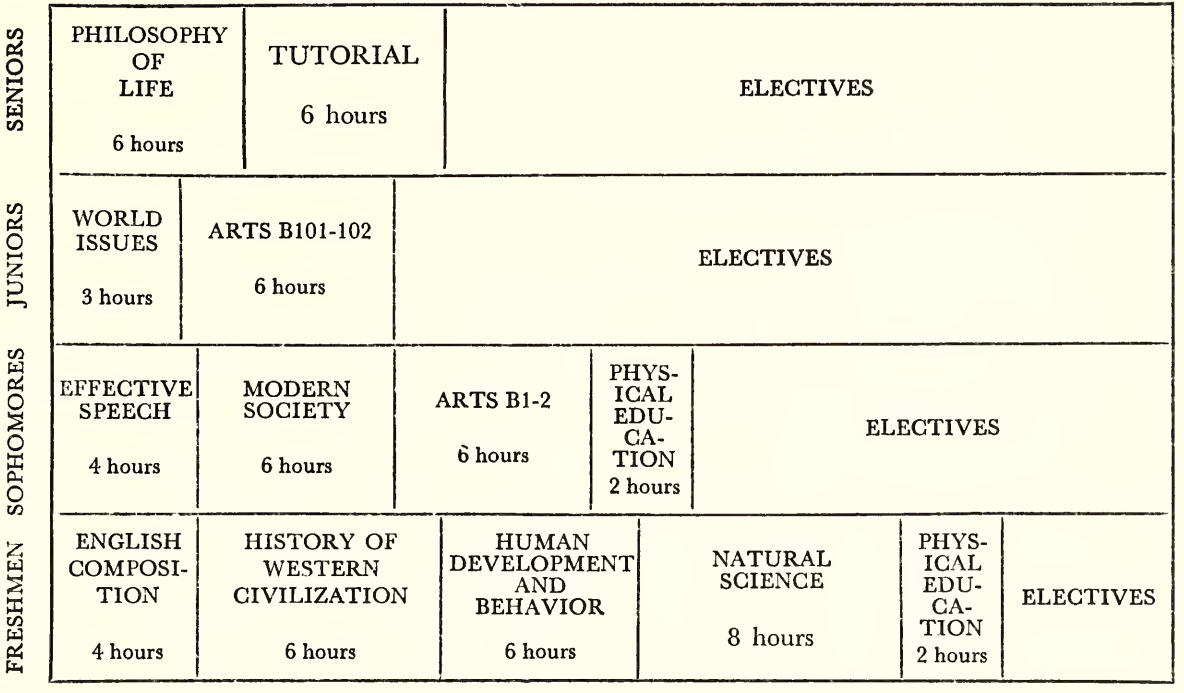
DEAN'S LIST

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.



DESCRIPTION OF COURSES

THE CHATHAM COLLEGE CURRICULUM



The titles of all courses in the Basic Curriculum are given above. All students take these unless exempted by examination. Elective courses are chosen by the student in terms of her individual interests, aspirations and capacities.

Description of Courses

BASIC CURRICULUM

AREA I

Human Development and Behavior

B1-2. The origin, maturation, and optimal development of the bodily structures and functions which underlie human health and behavior. The exploration of basic psychological principles and patterns of development from birth through old age. The objective is to enable the student to understand herself and other people, and to meet effectively the typical problems involved in her physical, social, emotional and intellectual development. Three credits each semester. Mrs. Martin and Miss Vincent.

AREA II

Natural Sciences

B1. ASTRONOMY. Interpretation of the evidence concerning our planet, the solar system and the star galaxies. Three recitations and a two-hour laboratory period per week. Four credits. Mr. de Jonge.

B1. BIOLOGY. A study of the principles revealed by living organisms —their plan and structure, their functions, relationships and adaptation to their living and non-living environment. Three recitations and a two-hour laboratory per week. Four credits. Miss Barish and Mr. Stevenson.

B1. CHEMISTRY. Observations, hypotheses, theories and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory per week. Four credits. Mr. Wallace.

B1. PHYSICS. A study of elementary theory and application of mechanics, heat and sound. Three recitations and a two-hour laboratory per week. Four credits. Miss Trammel.

B2. THE HISTORY AND PHILOSOPHY OF SCIENCE. Lectures and discussion on the historical development of the natural sciences. The interrelationships of the social and economic aspects of science with special emphasis on its changing philosophy. Four credits. Miss Barish and Mr. Hayes.

AREA III

Social Relationships

B1-2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilizations, and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Three credits each semester. Mr. Borsody, Miss Freeman and Mr. Griffith.

B101-102. MODERN SOCIETY. A course integrating the more salient features of the related disciplines of political science, economics, and sociology in the study of organization and functioning of modern society. Analysis of the leading problems posed for political, economic, and social institutions and the ways in which specific institutions both limit and augment the functioning of other institutions. Three credits each semester. Mr. Ossman and Mr. O'Lessker.

B105. WORLD ISSUES. A three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences on the relations among nations. Three credits. Mr. Liem.

AREA IV

Aesthetic Achievements

THE ARTS. A two-year sequence in the humanities taken in the sophomore and junior years. The Arts builds upon the freshman course in History of Western Civilization and leads toward the senior Philosophy of Life. Although the materials of the course are correlated, they include a semester of Art History, a semester of Music History, and a year of Literature (prose, poetry, and drama).

The Arts emphasizes both distinctions among the several arts and integrating social and aesthetic principles. An awareness of tradition is encouraged through the study of great works of the past, and this study is related, in turn, to the contemporary scene. A program of independent reading and reviews of concerts, plays, art exhibits, and dance recitals in

the community helps the student to formulate critical standards and to develop a personal philosophy. One lecture and two seminars each week. Three credits each semester. Mr. Cummins, Miss Eldredge, Mrs. Evanson, Mr. LeClair, Mr. Smith, Mr. Taylor, Mr. Wenneker, Mr. Wichmann.

B1-2. THE ARTS. Form and content in the arts. Point of view: the classical temper contrasted with the romantic attitude. Our heritage in the arts as seen in a study of representative works of the Middle Ages, the Renaissance, the Baroque Period, the Age of Reason and the nineteenth century romantic movement.

B101-102. THE ARTS. The modern scene. Functional architecture; realism, impressionism, symbolism, and expressionism; modern dance; the twentieth century search for order and synthesis. A consideration of aesthetic criticism and evaluation in the arts of past and present.

AREA V

Organization of Experience

B151-152. PHILOSOPHY OF LIFE. A study of philosophical and religious points of view designed to guide the student in the formation of a consistent, comprehensive and workable philosophy of life. Open to seniors and to juniors with special permission. Three credits each semester. Mr. Arnett and Mr. Hayes.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. See page 14 and page 70.

B1-2. ENGLISH COMPOSITION. The course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write correctly. Since the skills which pertain to writing are essential to every course in college, the student is given direct practice with material from other courses. Two credits each semester. Mr. Cummins, Miss Eldredge, Mr. Lane, Miss McGuire, Mr. Zetler.

B1-2. EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Offered as a correlated course with Modern Society (required in the sophomore year). Two credits each semester. Mrs. Evanson, Mrs. Ferguson and Mr. Wenneker.

B1, B2, B3, B4. PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are formed to develop skill and to provide recreational value in each activity taken throughout the year. One credit each semester. Mrs. Beaman, Miss Tanton and Miss Ver Kruzen.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order. Courses numbered under 100 are open to freshmen. Generally odd numbered courses are first semester offerings; even numbered courses, second semester offerings.

If the numbers of a year course are separated by a hyphen —as French 1-2—the course may not be entered second semester and no credit is given for one semester's work. If the numbers of a year course are separated by a comma—as Art 3,4—the course may be entered either semester and taken for credit.

If no year is designated after the course description, the course is offered each year.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The College reserves the right to withdraw any course which is not elected by at least six students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

The letter B preceding a course indicates a course in the basic-curriculum.

Each student is required to complete a tutorial in her major field.

ART

Courses in art are both interrelated and related to the Arts Course of the Basic Curriculum. Further, they are designed to provide a broad view of the field. The student's creative work is enriched by the study of art history, and her understanding of art history and criticism, in turn, is informed by direct contact with the materials of art in the studio. Within this framework, however, the student may choose to fulfil the major in art with either of the following programs:

PAINTING AND DESIGN
1,2 Drawing
3,4 Oil Painting
5,6 Design
111 Sculpture
115 Composition
Six hours in Art History
203-204 Tutorial

ART HISTORY AND CRITICISM
103 Medieval and Renaissance Art
104 Northern European Painting
105 American Art
106 Problems in Twentieth Century Criticism
Six hours in History selected from the following: History 111, 112, 113, 114, 121, and 122
1,2 Drawing
3 Oil Painting
115 Composition
203-204 Tutorial in Art History

Courses may be taken in any sequence, but it is expected that students majoring in art will complete Art 1 through 6 before going on to advanced studio work.

Students who complete the Art major and six hours in Education (Education 181, 182 is recommended) are eligible for Interim Certification which will permit them to teach art in the public secondary schools upon graduation.

1,2. DRAWING. The study of form, movement, and expressive contour is related to object and figure drawing. Two credits each semester. Mr. Smith.

3, 4. OIL PAINTING. An introduction to pictorial composition in the oil medium. Creative experimentation is encouraged, and at the same time essential disciplines are emphasized in problems involving still-life, landscape, and figure painting. Three credits each semester. Mr. LeClair.

5, 6. DESIGN. A study of the abstract principles of form, texture, and color relationships together with their functional use in the visual arts today. The student is expected to develop an original point of view as she explores a wide range of aesthetic problems. Three credits each semester. Mr. LeClair. 1959-60.

103. MEDIEVAL AND RENAISSANCE ART. Printing, sculpture, and architecture in Europe from 1000 to 1550 A.D. The gradual evolution from medieval attitudes toward a Renaissance point of view is studied, while at the same time each work of art, and the style of each individual period, is considered for its unique and enduring qualities. Three credits, first semester. Mr. Smith.

104. NORTHERN EUROPEAN PAINTING. The Renaissance in Northern Europe; the influence of Protestantism on painting; Mannerism and the Baroque style as they developed in the north; and the continuing "Gothic" impulse in the art of the Netherlands, Germany, and Scandinavia down to our own day. Three credits, second semester. Mr. Smith.

105. AMERICAN ART. Art in the United States from the Colonial period to our own time. The course centers in two problems: the orientation of American artists to European culture, and the development of national attitudes in our architecture, painting, and sculpture. Three credits, first semester. Mr. Smith. 1959-60.

106. PROBLEMS IN TWENTIETH CENTURY CRITICISM. Art since 1900 reviewed with emphasis upon the ideological conflicts and critical problems raised by modern movements. The viewpoint and methodology of the critic as well as those of the painter, sculptor, and architect are considered as the student formulates her own standards of judgment. Three credits, second semester. Mr. Smith. 1959-60.

111, 112. SCULPTURE. The fundamentals of three-dimensional form are taught in relation to a variety of mediums and problems ranging from abstract design to representation of the model. Three credits each semester. Mr. Smith. 1959-60.

114. WATERCOLOR. Initial training in control of the watercolor me-

dium gives the student a foundation for later experimentation and the development of individual style. Traditional and modern attitudes toward the medium are studied. Three credits, first semester. Mr. Smith. 1958-59.

115. COMPOSITION. Pictorial design taught with emphasis upon formal discipline as an aid to creative expression. The student formulates an expressive goal, analyzes the work of a major painter who has solved a similar problem, establishes principles that may prove helpful in her own work, and proceeds toward her objective in a systematic way. Pre-requisite: six hours in drawing, painting, or design. Three credits, first semester. Mr. LeClair. 1958-59.

117. CERAMICS. The art of ceramics studied with a view to understanding structural and decorative principles in the designing of abstract sculptural volumes. Imaginative investigation of materials and library study of ancient and modern ceramics are encouraged. Three credits, second semester. Mr. LeClair. 1958-59.

119. GRAPHIC ART. An understanding of the graphic arts is developed through the study of prints by Durer, Rembrandt, Goya, and Whistler. The student is encouraged to do advanced composition in black and white, and to experiment with such basic graphic processes as etching and wood-engraving. Pre-requisite: six hours in drawing, painting, or design. Three hours, second semester. Mr. Smith 1958-59.

125, 126. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. The course may be taken only with the permission of the head of the department. Three credits each semester. Art Faculty.

203-204. TUTORIAL. The art major may choose to do a research paper in the history and criticism of art, or she may combine such an investigation with a related studio project. Three credits each semester. Art Faculty.

BIOLOGY

Students majoring in biology take Biology B1, which is prerequisite to all other biology courses with the exception of Biology 112, and twenty-six hours of biology including six hours of tutorial. Another laboratory science, languages and mathematics are highly recommended.

B1. BIOLOGY. See Basic Curriculum, page 46.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles and habitats of the invertebrate animals. Two lectures and four hours of laboratory. Four credits, second semester. Mr. Stevenson. 1958-59.

8. COMPARATIVE VERTEBRATE ANATOMY. A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Two lectures and four hours of laboratory. Four credits, first semester. Mr. Stevenson. 1959-60.

9, 10. PLANT SCIENCE. A general study of the plant kingdom of the past and the present. Two lectures and four hours of laboratory. Four credits each semester. Mrs. Martin. 1959-60.

11. ETHNOBOTANY. The utilization of plants for food, medicine, dye, shelter, and utensils. The adjustment of people to their environment. Three lectures, illustrated, first semester. Three credits. Mr. St. John. 1958-59.

12. LOCAL FLORA. A systematic study of the native and exotic higher plants, flowers and trees of Pennsylvania. Consideration of their relationship, distribution, and economic value. One lecture and four hours of laboratory, second semester. Three credits. Mr. St. John. 1958-59.

101. GENERAL BACTERIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, distribution and importance to man. Two lectures and four hours of laboratory. Four credits, first semester. Miss Barish. 1959-60.

102. ADVANCED GENERAL BACTERIOLOGY. Further study of bacteria fungi, viruses and laboratory techniques. Prerequisite: Biology 101. Two lectures and four hours of laboratory. Four credits, second semester. Miss Barish. 1959-60.

107, 108. HISTOLOGY AND MICROTECHNIQUE. The study and preparation of plant and animal tissues for microscopic examination and interpretation. Two lectures and four hours of laboratory. Four credits each semester. Mrs. Martin and Mr. Stevenson. 1959-60.

109. GENETICS. A study of the principles and cytological mechanisms of inheritance in plants and animals. Two lectures and four hours of laboratory. Four credits, second semester. Miss Barish. 1958-59.

110. VERTEBRATE EMBRYOLOGY. The study of the development of the vertebrate body from fertilization to hatching or birth. Prerequisite: Biology 8 recommended. Two lectures and four hours of laboratory. Four credits, first semester. Mr. Stevenson. 1958-59.

112. EDUCATION CONCERNING MARRIAGE. Discussion of the social, physical, psychological, economic, legal, ethical and spiritual aspects of marriage. This course is not credited toward a biology major. Two credits each semester. Mrs. Martin.

114. PHYSIOLOGY. A study of the functions of tissues and systems in man. Two lectures and four hours of laboratory. Four credits, second semester. Mr. Stevenson.

201-202. TUTORIAL. Required of juniors majoring in biology. Library training in preparation for Biology 203-204. One hour each semester. Biology Faculty.

203-204. TUTORIAL. Two hours each semester. Biology Faculty.

The entire six credits will be reserved until the conclusion of the tutorial.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry B1, Chemistry 2, 103, 104, 105, 106, either 107 and 108 or 109-110, 201-202, 203-204.

Candidates for the B.S. degree in chemistry will take five one-year courses in chemistry, plus Chemistry 201-202 and 203-204; physics and mathematics through calculus. They are also required to have a reading knowledge of German.

B1. CHEMISTRY. See Basic Curriculum, page 46.

2. INORGANIC CHEMISTRY. A detailed study of the metallic and non-metallic elements and their compounds including theory involved. Two lectures, one recitation and one two-hour laboratory per week. Four credits, second semester. Mr. Wallace.

103. QUALITATIVE ANALYSIS. Theory and laboratory practice involving the separation and identification of anions and cations. Pre-

requisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits, first semester. Mr. Markle.

104. QUANTITATIVE ANALYSIS. The theory and practice of gravimetric and columetric analysis including precipitation, acidimetry, alkalimetry and oxidation-reduction determinations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits, second semester. Mr. Markle.

105. ORGANIC CHEMISTRY. A study of the preparations, reactions and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Prerequisite: Chemistry 2. Two lectures, one recitation and six hours of laboratory. Five credits, first semester. Mr. Wallace.

106. ORGANIC CHEMISTRY. Extensive comparison and contrast between aliphatic and aromatic compounds. Laboratory work: organic preparations and qualitative analysis of organic compounds and mixtures. Prerequisite: Chemistry 105. Two lectures, one recitation and six hours of laboratory. Five credits, second semester. Mr. Wallace.

107. ADVANCED QUANTITATIVE ANALYSIS. Atomic (electronic) structure of the elements, types of bonding and relation of these to the properties of elements and compounds. Non-aqueous systems. Nuclear chemistry. Prerequisites: Chemistry 104 and 106. Two lectures and six hours of laboratory. Four credits, first semester. Miss Trammell.

108. BIOCHEMISTRY. Study of carbohydrates, fats, proteins, and of animal metabolism including the analysis of body fluids, tissues and catabolic products. Prerequisite: Chemistry 104 and 106. Four credits, second semester. Miss Trammell.

109-110. PHYSICAL CHEMISTRY. Properties of gases, liquids, solids and solutions; thermochemistry; chemical kinetics; electrochemistry and atomic theory. Prerequisites: Chemistry 104, Physics 2, and mathematics 101, 102. Two lectures, one recitation and six hours of laboratory. Four credits each semester. Mr. Markle.

201-202. TUTORIAL. Required of juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One hour each semester. Chemistry Faculty.

203-204. TUTORIAL. Two hours each semester. Chemistry Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

DRAMA AND SPEECH

Students majoring in Drama and Speech are expected to take a minimum of thirty hours in the department including Drama 3-4, Drama 5-6 or Drama 101-102, Drama 103, 104 or Drama 107, 108, and the tutorial. Effective Speech B1-2 is not considered part of the major.

B1-2. See EFFECTIVE SPEECH B1-2 under Basic Curriculum, page 49.

3-4. INTRODUCTION TO DRAMA. This course is oriented toward the general student who wishes a cultural background in the literature of drama through emphasis on the nature of the play as a reflection of national culture. Tickets to assigned professional and non-professional plays are furnished to the students and attendance both at the performance and the following discussions is an integral part of the course. Two lectures, two hours of Drama Workshop. Open to first year students. Three credits each semester. Mr. Wenneker.

5-6. ACTING. A study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Attention is given to the physical movement as it affects individual poise. Two lectures, two hours of Drama Workshop. Open to first year students. Three credits each semester. Mrs. Evanson.

101-102. DIRECTING. A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theater-in-the-round and other modifications of conventional staging will be considered. This course will prepare students for leadership in college and community drama programs. Prerequisite: Drama 3-4. Two hours lecture, two hours Drama Workshop. Three credits each semester. Mr. Wenneker. 1959-60.

103, 104. DRAMATIC CRITICISM. A course in the theory, practice and history of criticism as it relates to the literature of the drama. Second semester emphasis is upon contemporary and current drama. Tickets to assigned professional and non-professional productions will be furnished. Prerequisite: Drama 3-4 or its equivalent. Three credits each semester. Mrs. Ferguson. 1959-60.

105. ORAL COMMUNICATION. A course designed to improve the student's own speech, to help her recognize speech problems and to understand the functional aspects of these problems. Students with minor speech problems receive practical, individually directed aid. Two credits, first semester. Mrs. Evanson. 1959-60.

106. GROUP COMMUNICATION. An advanced course in community discussion aimed to develop the individual into a participating, purposeful, responsible member of the group. Community leaders and students from other colleges to be invited to the campus for discussion participation. Prerequisite: Speech B 1-2, or permission of the instructor. Two credits, second semester. Mrs. Evanson. 1959-60.

107, 108. COMPARATIVE DRAMA. Studies in the development of the drama from the Greek to our time. Through discussion and class presentation significant plays will be considered in relation to the theatrical and social conditions in which they originated and the permanent ideas they express. Three credits each semester. Mrs. Ferguson. 1958-59.

203-204. TUTORIAL. Three credits each semester. Drama Faculty.

ECONOMICS

Students majoring in economics take Economics 103, 109, 119, 120, 203-204 and two of the following: Economics 111, 113, 114. Statistics is recommended. Courses in other fields will be chosen according to the candidate's special interests after consultation with the chairman of the department.

103. THE AMERICAN ECONOMIC SYSTEM. The study of the development and the characteristics of the contemporary American economy. An analysis of significant concepts and principals influencing production, income, economic cycles, investment, taxation, government policy and the international economy. Three credits, first semester. Mr. Ossman.

104. THE AMERICAN ECONOMIC SYSTEM. A study of the role of supply and demand in the American economy. Emphasis is given to the basic factors influencing the consumer, the influence of the consumer on the economy and the role of the intelligent citizen in the economic system. Includes retail sales practices, personal taxes, investment, insurance, credit and the cooperative movement. Three credits, second semester. Mr. Ossman. 1959-60.

109. MONEY AND BANKING. The study of systems of currency, credit, types of banks, monetary and credit policy and systems of central banking. The Federal Reserve System: its organization and the methods it uses to promote and protect the economic development of the country. Insurance: its principles, various types, organization and its economic and social significance. Three credits, first semester. Mr. Ossman. 1959-60.

111. MANPOWER ECONOMICS. A study of the labor supply and its relation to the economy. Particular attention is given to the union movement and labor legislation. Prerequisite: Economics 103 or permission of the instructor. Three credits, second semester. Mr. Ossman. 1959-60.

113. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester. Mr. Ossman. 1958-59.

114. INTERNATIONAL ECONOMICS. The struggle for raw materials and markets, the use of tariffs and subsidies, the role of foreign exchange control, the influence of commodity and capital movements, and the history of commerciai policy. Prerequisite: Economics 103. Three credits, second semester. Mr. Macek. 1958-59.

116. COMPARATIVE ECONOMIC SYSTEMS. An understanding of our economic system by its historical development and by comparison with other systems of our era. It proceeds from the feudal system through early to modern capitalism, and analyzes its legal framework, technique, business management and social functions. Then the Soviet System, Fascism and Nazism are discussed. In all systems the interaction is observed of the individual initiative and mandatory cooperation. Three credits, first semester. Mr. Macek. 1958-59.

119, 120. HISTORY OF ECONOMIC PHILOSOPHY. The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester. Mr. Macek. 1959-60.

203-204. TUTORIAL. Three credits each semester. Economics Faculty.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary or elementary school certification when they satisfactorily complete the specific requirements of that state and the college major subject requirements for the bachelor of arts degree.

In Pennsylvania, the minimum education requirements for the college provisional certificate for secondary school teaching are eighteen semester hours including Education 181-182, 190, 197 and 199. In addition it is necessary to have completed at least eighteen semester hours in each subject in which the student wishes to be certified to teach. United States history with emphasis on the history of Pennsylvania (History 161) is required for all teachers in the public schools of the state. This requirement is in addition to the other requirements for a major program.

Students preparing to teach on the elementary level are required to take Education 181, 186, 187, 188, 195. In addition they must take History 161 (American history with special emphasis on Pennsylvania history) and possess or acquire an elementary skill in piano.

181. THE TEACHING ENTERPRISE. Orientation and introduction to education is provided through a general descriptive overview of the field of American education, and such materials in the area of educational psychology as the relation of principles of growth and development to the learning process and the procedures in classroom management and control. Three credits, first semester. Secondary and elementary certification. Mr. Aldrich.

182. THE TEACHING ENTERPRISE. Study of the history and philosophy of education, principles of guidance and pupil personnel work, and evaluation. Particular emphasis is given to guided observation in the public schools. Three credits, second semester. Secondary certification. Mr. Aldrich.

186. CURRICULUM AND TEACHING METHODS ON THE ELEMENTARY LEVEL. The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to language arts, which include reading, writing, speaking and listening. Three credits, second semester. Elementary certification. Mrs. Hill.

187. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to social studies, children's literature, health. Three credits, first semester. Mrs. Hill.

188. GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL. The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to arithmetic, science, and curriculum construction and evaluation. Three credits, second semester. Mrs. Hill.

190. GENERAL AND SPECIFIC TEACHING METHODS ON THE SECONDARY LEVEL. Principles of secondary education, curriculum construction, methods and materials including the use of audio-visual aids. The course provides a well-rounded preparation for student teaching in various fields. Particular emphasis is given to guided observation in the public schools. Three credits, second semester. Mr. Aldrich.

195. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on the elementary level in a public school under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Six credits, first semester. Mrs. Hill.

197. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on both the junior and senior high levels in a public school under the guidance of an experienced cooperating teacher and the staff of the education department. Frequent conferences and critiques. Six credits, first semester. Mr. Aldrich.

199. SEMINAR FOR SECONDARY SCHOOL TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically, sociologically, and through practical observation. Three credits, first semester. Mr. Aldrich.

203-204. TUTORIAL. Three credits each semester. Major field.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. Freshman composition is not considered part of the major. The minimum requirement includes English 101A, 111A, 121A and one semester of Advanced Writing or Creative Writing, one semester of Shakespeare, and one semester of Major American Writers.

English majors should try to take 101A *before* all specialized courses numbered up through 106; 111A before all specialized courses numbered up through 118; 121A before all specialized courses numbered up through 128.

B1-2. ENGLISH COMPOSITION. See Basic Curriculum, page 48.

101A. LITERARY EXPLORATIONS AND DISCOVERIES, FROM BEGINNINGS TO 1616 A.D. A study of significant works in England, together with Continental influences upon them from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry, prose, and drama of the Elizabethan Age. Three credits, second semester. Miss Eldredge.

103. MYTHOLOGY, EPIC, AND BALLAD. Significant forms of narrative before the rise of the novel, with emphasis on mythology and folklore from classical, Northern, and Biblical poetry which still nourish Western thought. Ovid's *Metamorphoses, The Iliad,* and *The Volsunga Saga* studied in translation, and independent readings from other European epics; English ballads. Three credits, second semester. Miss Eldredge. 1959-60.

104. CHAUCER. A study of the minor poems and *Troilus and Criseyde,* as well as *The Canterbury Tales,* with attention to English culture of the medieval period. Three credits, first semester. Miss McGuire. 1958-59.

105, 106. SHAKESPEARE. First semester, a study of the major com-

edies and historical plays; second semester, the major tragedies and the sonnets. Three credits each semester. Miss Eldredge.

111A. SPIRIT, REASON, AND ROMANTICISM IN LITERATURE, 1616 THROUGH 1832. A study of selected significant works in the development of English literature from Milton through Dryden, Pope, Swift and the Romantic writers. Poetry, prose, and drama of the seventeenth, eighteenth, and early nineteenth centuries will be studied in relation to important social, political and cultural events which they reflect or illustrate or against which they show revolt. Three credits, first semester. Mr. Lane.

113. MILTON AND THE METAPHYSICAL POETS. A study of the lyric and reflective poetry of Donne and his followers, and of the poetry and selected prose of Milton, with emphasis on the interplay of science and religion in the thought of these poets. Three credits. Miss Eldredge. 1959-60.

115. DEVELOPMENT OF ENGLISH PROSE, 1616 THROUGH 1832. The development of English prose as an artistic medium in essay, drama, and novel. A study of Restoration comedy, eighteenth century essay, and the novel from Richardson to Scott. Three credits, second semester. Mr. Cummins. 1958-59.

118. THE ROMANTIC WRITERS. A study of the chief writers of the Romantic movement: Blake, Burns, Wordsworth, Coleridge, Keats, Byron and Shelley, with some attention to the prose writers of the period. Three credits, second semester. Mr. Lane. 1959-60.

121A. CONFLICT, IDEALISM, AND DISILLUSIONMENT IN LITERATURE, 1832 TO THE PRESENT. Representative works dealing with the origin and development of prominent intellectual and aesthetic movements in English and American literature, and the social, political and cultural events which they reflect. Three credits, first semester. Mr. Cummins.

122. THE VICTORIAN POETS. A study of the major poets from Tennyson, Browning, and the Pre-Raphaelites to the death of Queen Victoria. Reading and critical analysis, with emphasis on poetic form, imagery, symbolism and personality. Three credits, first semester. Mr. Zetler. 1958-59.

124. THE NOVEL, 1832 THROUGH 1909. A study of the development of the English novel as a literary form and as a reflection of the age. Dickens, Thackeray, Trollope, Eliot, Meredith, and Hardy will be discussed. Three credits, first semester. Mr. Cummins. 1959-60.

125, 126. MAJOR AMERICAN WRITERS. A study of American writers. First semester: from the Colonial Period to the Civil War, with major emphasis on Poe, Hawthorne, Emerson, Thoreau, and Melville. Second semester: from the Civil War to World War II, with emphasis on Whitman, Dickinson, Twain, James, Crane, Frost, Hemingway, and Faulkner. Three credits each semester. First semester, Miss McGuire. Second semester, Mr. Lane.

128. TWENTIETH CENTURY LITERATURE. Close reading of the poetry and fiction of the following English and American writers: Yeats, Joyce, D. H. Lawrence, Huxley, Thomas, T. S. Eliot, Fitzgerald, and Wallace Stevens. Three credits, second semester, Miss McGuire.

131,132. ADVANCED WRITING. Attention is given to phrasing, connotation, denotation, description and narration. Models from modern writing in characterization and description are used. Three credits each semester. First semester, Mr. Lane; second semester, Mr. Zetler.

133,134. CREATIVE WRITING. Various types of original composition, primarily the short story. Analysis of conventional and modernistic types of writing. Three credits each semester.

135. WORKSHOP IN JOURNALISM. News and feature writing, newspaper techniques and practices. Three credits, second semester. 1958-59.

203-204. TUTORIAL. Three credits each semester. English Faculty.

FAMILY LIVING

Students majoring in Family Living, an interdepartmental major, are expected to take Family Living 1-2, 3-4, 101-102, and the tutorial, in addition to Biology 112 and one of the following: Economics 105, Psychology 103, Sociology 111.

1-2. TEXTILES AND CLOTHING. A survey of textile fibers and fabrics; historic and contemporary styles in their relation to design, line, color, selection and construction of family clothing. Two lectures and one three-hour laboratory per week. Three credits each semester. Mrs. Greene. 1959-60.

3-4. FOODS AND NUTRITION. The principles of nutrition and food preparation for the family. Two lectures and one three-hour laboratory per week. Three credits each semester. 1958-59.

101-102. HOME MANAGEMENT PRACTICUM AND SEMINAR. Students live in Gateway House throughout the year; during the first semester they study family finances, care and use of equipment, study and selection of home furnishings. During the second semester students are responsible for the complete management of the house, and budget, buy for and prepare two meals for three days each week. Three credits each semester. Mrs. Greene.

103. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE (Identical with Psychology 103). Psychological growth and development from birth to adulthood as it is affected by physical and sociological as well as psychological factors. Special attention is given to the application of principles and facts to practical situations in home, school and community. Prerequisite: HD&B B1-2 or HD&B B1-2 exemption. Three credits, first semester.

105. THE AMERICAN ECONOMIC SYSTEM. (Identical with Economics 104.) A study of the role of supply and demand in the American economy. Emphasis is given to the basic factors influencing the consumer, the influence of the consumer on the economy and the role of the intelligent citizen in the economic system. Includes retail sales practices, personal taxes, investment, insurance, credit and the cooperative movement. Three credits, second semester. Mr. Ossman. 1959-60.

111. THE FAMILY (Identical with Sociology 111). The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits, first semester. Miss Elliott. 1959-60.

112. EDUCATION CONCERNING MARRIAGE (Identical with Biology 112). Discussion of the social, physical, psychological, economic, legal, ethical, and spiritual aspects of marriage. Two credits each semester. Mrs. Martin.

203-204. TUTORIAL. Three credits each semester. Mrs. Greene.

FRENCH

See Modern Languages, Page 70.

GERMAN

See Modern Languages, Page 71.

GREEK LANGUAGE AND LITERATURE

1-2. ELEMENTARY GREEK. Grammar, composition, Xenophon: selections from the Anabasis or the Memorabilia. Open to all students. Three credits each semester.

3, 4. GREEK AND LATIN LITERATURE IN TRANSLATION. Selected works that express life and thought of times when written and that have influenced literature, philosophy and art of later ages. Open to all students. Three credits each semester.

HISTORY

Students majoring in history are required to take a minimum of four year-courses in the department (including the History of Western Civilization) plus the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval history, and Modern European History. Those students who are exempted from the History of Western Civilization as a requirement for the basic curriculum substitute another year course in history to complete the major.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended.

B1-2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 47.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Origins of civilization in the Ancient Orient, followed by a survey of political, economic and cultural developments among the Greeks. Three credits, first semester. Miss Freeman. 1959-60.

102. HISTORY OF ROME TO 476 A.D. The rise and decline of Rome as a world power, economic and social problems, and cultural development in the Roman state. Three credits, second semester. Miss Freeman. 1959-60.

111. HISTORY OF THE EARLIER MIDDLE AGES, FIFTH THROUGH ELEVENTH CENTURIES. Movement of the people and spread of their cultures from the time of the Germanic migrations through the First Crusade; development in political, legal and economic institutions; the Christian Church and its influences; learning, literature and the arts of the period. Three credits, first semester. Miss Freeman. 1958-59.

112. HISTORY OF THE LATER MIDDLE AGES, TWELFTH THROUGH FIFTEENTH CENTURIES. Rise of national institutions and international strife; developments in trade and rise of capitalism;

conflict between church and state; learning, literature and art of the period. Three credits, second semester. Miss Freeman. 1958-59.

113. HISTORY OF EUROPE FROM 1500 to 1713. A survey of developments in Europe from the Age of Reformation to the Peace of Utrecht. The course includes political, religious, economic and social as well as intellectual developments. Three credits, first semester. Mr. Borsody. 1958-59.

114. HISTORY OF EUROPE FROM 1713 to 1815. A survey of the Age of Enlightenment, the rise of Prussia and Russia, the French Revolution and the Napoleonic period. Three credits, second semester. Mr. Borsody. 1958-59.

121. HISTORY OF EUROPE FROM 1815 to 1870. The political, social and cultural history of Europe from the Congress of Vienna to 1870. Three credits, first semester. Mr. Borsody. 1959-60.

122. HISTORY OF EUROPE FROM 1870 TO THE PRESENT. Political and social reform; cultural, scientific and economic movements; the expansion of Europe; the two World Wars and events following to the present time. Three credits, second semester. Mr. Borsody. 1959-60.

131. HISTORY OF EARLY MODERN ENGLAND. The political, social, intellectual and economic history of England during the sixteenth, seventeenth, and eighteenth centuries, with special attention to the developments of empire and commonwealth. Three credits, first semester. 1959-60.

132. HISTORY OF MODERN ENGLAND AND THE COMMONWEALTH. The political, social, intellectual and economic history of England during the eighteenth, nineteenth and twentieth centuries with special attention to the developments of empire and commonwealth. Three credits, second semester. 1959-60.

151. HISTORY OF CZARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits, first semester. Mr. Borsody. 1958-59.

152. HISTORY OF SOVIET RUSSIA. The crisis of Czarist Russia, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits, second semester. Mr. Borsody. 1958-59.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits, first semester. Mr. Andrews.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits, second semester. Mr. Andrews.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science and the arts. Three credits, first semester. Mr. Andrews. 1958-59.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865 giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits, second semester. Mr. Andrews. 1958-59.

202. JUNIOR TUTORIAL. Techniques of historical investigation and research. Background and preliminary training for the work of the Senior Tutorial. Two hours, second semester. History Faculty.

203-204. TUTORIAL. Two hours each semester. History Faculty.

The entire six credits will be reserved until the conclusion of the tutorial.

LATIN

3, 4. INTERMEDIATE LATIN. Selections from Caesar, Cicero, Vergil stressing the historical development of Rome. Ovid: The *Ars Amatoria.* Also review of grammar and basic composition. Prerequisite: two or three units secondary school Latin or equivalent. Three credits each semester. Miss Kuschmierz.

101, 102. ADVANCED LATIN. Vergil: *The Aeneid;* Apuleius: *Cupid and Psyche.* Influence and scope of epic literature; the cultural role of mythology. Prerequisite: Latin 3, 4 or exemption of language requirement in Latin. Three credits each semester. Miss Kuschmierz.

MATHEMATICS

Students majoring in mathematics are expected to take Mathematics 5, 6, 101, 102, 203-204 and four of the following: Mathematics 103, 104, 105, 106, 108.

5. COLLEGE ALGEBRA AND TRIGONOMETRY. A unified course in the essentials of the two subjects. Prerequisite: one and one-half years of high school algebra. Three credits, first semester. Mr. Beck.

6. ANALYTICAL GEOMETRY. Prerequisite: Mathematics 5. Three credits, second semester. Mr. Beck.

10. ELEMENTARY STATISTICS (Identical with Psychology 105). Three credits, first semester. Mr. Foltin.

101, 102. DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite: Mathematics 6. Three credits each semester. Mr. Beck.

103. ADVANCED DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite: Mathematics 102. Three credits, first semester. 1959-60.

104. DIFFERENTIAL EQUATIONS. Prerequisite: Mathematics 103. Three credits, second semester. 1958-59. Mr. Beck.

105. THEORY OF EQUATIONS AND DETERMINANTS. Prerequisite: Mathematics 5. Three credits, first semester. 1958-59. Mr. Beck.

106. FUNDAMENTAL CONCEPTS OF MATHEMATICS. Logic and its application to the fundamental concepts of algebra and geometry. Prerequisite: Mathematics 102. Three credits, first semester. 1959-60.

108. PROJECTIVE GEOMETRY. A study of pure projective geometry in the plane. Prerequisite: Mathematics 102. Three credits, second semester. 1959-60.

203-204. TUTORIAL. Three credits each semester. Mathematics Faculty.

MODERN LANGUAGES

Requirements for a Major. Students majoring in the department of modern languages are expected to take a minimum of thirty hours in one foreign language, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103, 104 are required of all majors; 101, 102 is a prerequisite to all advanced courses in literature.

The College Language Requirement. (See page 14.) The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the four following conditions:

1. Four years of the same foreign language in secondary school
2. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college
3. Two years of the same foreign language in college
4. A score on the foreign language exemption examination equivalent to the national norm for two years of college study

The Language Laboratory. A language laboratory equipped with phonographs, Magneticon recording units, and other materials is at the disposal of all students who wish to improve pronunciation and ability to converse in the foreign language. Laboratory work will be required of those who are deficient in good pronunciation, and is recommended for all students.

FRENCH

1-2. BEGINNING FRENCH. The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mr. McLaren.

3, 4. INTERMEDIATE FRENCH. Readings in aspects of French civilization and representative literary texts. Review of grammar. Practice in spoken French. Prerequisite: two years of secondary school French or French 1-2. Three credits each semester. Mrs. Russell.

101, 102. SURVEY OF FRENCH LITERATURE. An introduction to literature from the medieval epic, through the classical period, the Enlightenment, Romanticism and Realism to the present day. Lectures and *analyses de textes* supplemented by practice in oral and written French. Prerequisite: French 3-4 or satisfactory score on French placement test. Three credits each semester. Mr. McLaren.

103, 104. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Prerequisite: exemption of language requirement in French and permission of the department. Two credits each semester. Mr. McLaren and Mrs. Russell. 1959-60.

107, 108. LITERATURE OF THE SEVENTEENTH CENTURY. The Golden Age. Literary trends in French classicism. Descartes, Pascal, La Fontaine; the theater of Corneille, Racine, Moliere. Prerequisite: French 101, 102. Three credits each semester. Mrs. Russell. 1958-1959.

109. LITERATURE OF THE EIGHTEENTH CENTURY. The Age of Enlightenment. The growth of modern thought and criticism. Montesquieu, Diderot, Voltaire, Rousseau. Prerequisite: French 101, 102. Three credits, first semester. Mrs. Russell. 1959-60.

110. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism, Naturalism and Symbolism in poetry, drama and the novel. Hugo, Balzac, Baudelaire, Flaubert, Rimbaud. Prerequisite: French 101, 102. Three credits, second semester. Mr. McLaren. 1959-60.

115, 116. LITERATURE OF THE TWENTIETH CENTURY. The contemporary drama from the Theatre Libre through the myth writers and existentialism. Also the poetry of Claudel and Valery and the prose techniques of Proust, Gide, Giono and Malraux. Prerequisite: French 101, 102. Three credits each semester. Mr. McLaren. 1958-1959.

119, 120. INDEPENDENT READING. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: French 101, 102 and permission of the department. Three credits each semester. French Faculty.

203-204. TUTORIAL. Three credits each semester. French Faculty.

GERMAN

1-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building and reading. The conversational approach to reading is stressed. Three credits each semester. Miss Kuschmierz.

S3,4. SCIENTIFIC GERMAN. Review of grammar; building a specialized vocabulary; intensive reading in general science, extensive reading in the student's major field. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester. Miss Kuschmierz.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of literature from the eighteenth century to the present. Reading of representative works, supplemented by lectures and discussion. Prerequisite: satisfactory score on German placement test. Three credits each semester. Mr. Davis.

103. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation. Prerequisite: permission of the department. Three credits, first semester. Mr. Davis. 1959-60.

105, 106. THE CLASSICAL PERIOD OF GERMAN LITERATURE. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller and Goethe. Prerequisite: German 101, 102. Three credits each semester. Mr. Davis. 1958-1959.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism and Naturalism. Prerequisite: German 101, 102. Three credits, second semester. Mr. Davis. 1959-60

119, 120. INDEPENDENT READING. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: German 101, 102 and permission of the department. Three credits each semester. German Faculty.

203-204. TUTORIAL. Three credits each semester. German Faculty.

SPANISH

1-2. BEGINNING SPANISH. The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mr. Cardona.

3,4. INTERMEDIATE SPANISH. Readings in aspects of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester. Miss Hutman.

101, 102. SURVEY OF SPANISH LITERATURE. An introduction to literature from the medieval epic to the present day with stress on the Golden Age and the Nineteenth and Twentieth centuries. Lectures and discussion of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3-4 or satisfactory score on Spanish placement test. Three credits each semester. Miss Hutman.

103, 104. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Prerequisite: exemption of language requirement in Spanish and permission of department. Two credits each semester. Mr. Cardona. 1959-60.

109, 110. THE LITERATURE OF SPANISH AMERICA. An introduction to Spanish American literature from the Colonial period to the present day with stress on the nineteenth and twentieth centuries. Prerequisite: Spanish 101, 102. Three credits each semester. Mr. Cardona. 1958-1959.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis (1) on the theater of Lope de Vega, Calderon de la Barca and their schools, and (2) on Cervantes' *Don Quixote*. Prerequisite: Spanish 101, 102. Three credits each semester. Mr. Cardona. 1958-1959.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism and Naturalism in poetry, drama and the novel. Duque de Rivas, Larra, Espronceda, Zorrilla and Galdos. Prerequisite: Spanish 101, 102. Three credits, first semester. Mr. Cardona. 1959-60.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, Lorca, Machado and Jimenez. Prerequisite: Spanish 101, 102. Three credits, second semester. Mr. Cardona. 1959-60.

119, 120. INDEPENDENT READING. An advanced course involving extensive reading and weekly conferences with the instructor. Given in exceptional cases when the student's schedule or preparation preclude her enrollment in a lecture course. Prerequisite: Spanish 101, 102 and permission of the department. Three credits each semester. Spanish Faculty.

203-204. TUTORIAL. Three credits each semester. Spanish Faculty.

MUSIC

MINIMUM REQUIREMENTS FOR MUSIC MAJORS

VOICE	PIANO, ORGAN, ORCHESTRAL INSTRUMENTS	THEORY OF MUSIC AND COMPOSITION
14 hours vocal instruction	16 hours of applied music	Minimum of 8 hours of applied music
2 hours piano	18 hours language of music	24 hours language of music
18 hours language of music	6 hours history of music	6 hours history of music
6 hours history of music		
2 years membership in college chorus		

Applied music involves a minimum of one hour instruction per week. In addition to the above, all music majors fulfill the tutorial requirements.

Music majors may apply a maximum of sixteen credits in applied music toward fulfillment of the graduation requirement of 124 semester hours of passing grade. Non-music majors may apply a maximum of eight credits in applied music.

Applied Music Fees are listed on page 104.

THE LANGUAGE OF MUSIC

This sequence of courses is planned to give students musical comprehension and enjoyment based on the hearing and discussion of the evolution of the art.

The practices and procedures of music will be heard and discussed as an emotional language of melody, harmony, counterpoint, form, and orchestration leading to the experience of hearing music in its own terms.

1-2. MATERIALS OF MUSIC I. (1) Basic abilities and fundamental knowledge in music through performance, dictation, and study of rhythmic and melodic patterns. (2) Elementary harmony of the common practice period supplemented by the study of harmonic implication in melody and continued training in the performance of melodic types. Three credits each semester. Mr. Taylor.

101-102. MATERIALS OF MUSIC II. Advanced harmony including the chromatic style, supplemented by keyboard performance of harmonic formulae and figured bass. Three credits each semester. Mr. Taylor.

111-112. MATERIALS OF MUSIC III. Counterpoint relative to the common practice period with attention to the properties of the single melodic line as well as to variety of style. Use of the C clefs is emphasized. Three credits each semester. Mr. Taylor. 1959-60.

121-122. MATERIALS OF MUSIC IV. A study on an advanced level of significant musical expression with emphasis on formal organization through analysis and practice. Three credits each semester. Mr. Taylor. 1958-59.

MUSIC HISTORY AND LITERATURE

3,4. MUSIC LITERATURE. Music's place in the growth of civilization, with stress on both the appreciative and historical aspects of the art; the art of intelligent listening; the development of the chief forms and instruments of musical expression; an introduction to a substantial body of music. Three credits each semester. Mr. Wichmann.

103. PRE-BACH MUSIC. A critical study of the history of music up to the early eighteenth century: the part music played in Greek culture; the music of the early Christian Church; the polyphony of the Middle Ages, culminating in the great achievements of the sixteenth century and the development of instrumental music up to Bach. Three credits, first semester. Mr. Wichmann. 1959-60.

104. CONTEMPORARY MUSIC. A study of the more important recent trends, American as well as European, beginning with the late nineteenth century nationalism and the diffusion of Romanticism. Relationship with concurrent political, industrial and social movements, as well as contributions in other fields of art are stressed. Three credits, second semester. Mr. Wichmann. 1959-60.

MUSIC 113. DEVELOPMENT OF OPERA. An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theatre in Europe and America. Three credits, first semester. Mr. Wichmann. 1958-59.

MUSIC 114. MUSIC IN THE AMERICAS. The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits, second semester. Mr. Wichmann. 1958-59.

203-204. TUTORIAL. Three credits each semester. Music Faculty.

APPLIED MUSIC

Credit for applied music is based on an examination at the end of each semester. In order to secure two semester credits in applied music, a student must take one hour (or two half-hour) lessons per week, accompanied by a minimum of six hours practice per week. One semester hour of credit is given for a half-hour lesson plus six hours practice per week. The full amount of credit is given by the instructor only when the student gives clear evidence of having practiced the prescribed number of hours.

17, 18. APPLIED MUSIC. (Individual instruction).

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles. Mrs. Harris.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire and the practical aspects of service playing. Mr. Wichmann.

VOICE I, II, III, IV. The technique of singing, interpretation and a knowledge of representative song literature. Mr. Malfatti.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral and chamber music of all schools. Mr. Stolarevsky.

VIOLA I, II, III, IV. Fundamental principles of technique, style and interpretation. Mr. Stolarevsky.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with artist teachers.

ENSEMBLE

All Ensemble courses are open to the general student body as well as to music majors.

5,6. CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. ½ credit each semester. Mr. Malfatti.

7-8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. ½ credit each semester. Mr. Stolarevsky.

9-10. SINFONIETTA. A study of the literature for chamber and symphony orchestra. ½ credit each semester. Mr. Stolarevsky.

PHILOSOPHY

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in Philosophy and Religion including Philosophy of Life, Philosophy 101 and Philosophy 102, the tutorial and not less than three, nor more than six hours of courses in Religion.

B151-152. PHILOSOPHY OF LIFE. Mr. Arnett and Mr. Hayes. See Basic Curriculum, Page 48.

101. HISTORY OF PHILOSOPHY. Ancient and Medieval. A study of philosophical thought in the western world to 1600. Three credits, first semester. Mr. Parker. 1958-59.

102. HISTORY OF PHILOSOPHY. Modern. A study of philosophical thought in the western world since 1600. Three credits, second semester. Mr. Parker. 1958-59.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits, first semester. Mr. Hayes.

104. ETHICS. An examination of various types of ethical theory together with discussions of characteristic modern ethical problems. Three credits, second semester. Mr. Arnett. 1959-60.

105. SOCIAL PHILOSOPHY. A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. Mr. Hayes. 1959-60.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits, second semester. Mr. Arnett. 1958-59.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as revealed in works of Emerson, Thoreau, Royce, James, Dewey, and Hocking. Three credits, second semester, Mr. Parker. 1959-60.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits, first semester. Mr. Arnett. 1959-60.

201, 202. DIRECTED STUDIES. A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester. Philosophy Faculty.

203-204. TUTORIAL. Three credits each semester. Philosophy Faculty.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore year to fulfill four semesters of work in physical education. One full credit must be taken in each of the following areas: team sports, individual and dual sports, aquatics, dance. If a student possesses a high degree of skill in any area, however, she may exempt that area and elect a course in another area in which she is less skilled.

Restricted physical education students are required to have a statement and medical record which must be submitted by the student's doctor to the College Health Service when the student enrolls at Chatham. These students are placed in classes which seem best to meet their individual needs.

Each student enrolled in a sports or dance class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the Purple Seal. Swimming suits, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the college.

Specific course offerings for each area are as follows:

B1. INDIVIDUAL AND DUAL SPORTS. Each course is of seven and one-half weeks' duration and carries ½ credit. Miss Tanton and Miss Ver Kruzen.

11—Archery
13—Badminton
15—Bowling
16—Fencing
18—Golf
20—Horseback Riding
22—Tennis

B2. TEAM SPORTS. Each course is of seven and one-half weeks' duration and carries ½ credit. Miss Tanton and Miss Ver Kruzen.

31—Basketball
33—Hockey
35—Softball
37—Volleyball
39—Officiating

B3. DANCE. Each course is of one semester's duration and carries one credit. Mrs. Beaman.

41—Folk and Square Dance
44—Modern Dance (Beginning)
45—Modern Dance (Intermediate)
46—Modern Dance (Advanced)
47—Social Dance
49—Tap Dance

B4. AQUATICS. Each course is of one semester's duration and carries one credit. Miss Tanton.

51—Swimming (Beginning)
52—Swimming (Intermediate)
53—Swimming (Advanced)
54—Life Saving (Red Cross Senior)
55—Water Safety (Red Cross Instruction)

Facilities and equipment are provided by the college for recreational purposes in all activities taught in the curriculum except horseback riding.

The Athletic Association, of which every student is automatically a member, sponsors intercollegiate, inter-class, and inter-dormitory tournaments in all sports and aquatics.

PHYSICS

B1. PHYSICS. See Basic Curriculum, page 46.

2. PHYSICS. A study of the elementary theory and application of electricity, magnetism and light. Three recitations and one two-hour laboratory period per week. Prerequisite: Physics B1. Four credits, second semester. Miss Trammel.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues (Pol. Sci. B105) and the tutorial.

103. AMERICAN GOVERNMENT. A study of American government—national, state and local. Three credits, first semester. Mr. Ossman.

108. STATE AND LOCAL GOVERNMENT. An examination of the principal characteristics of American state and local government. Attention is given to the constitutional bases of state government, forms of city government, popular control and law making, executive and administrative problems, judicial and legal problems, intergovernmental relations, home rule for cities, problems of metropolitan areas and interstate relations. Three credits, second semester. Mr. Keefe. 1959-60.

110. CONSTITUTIONAL LAW. This course will analyze and examine the Constitution of the United States as it has been interpreted by the Supreme Court. Emphasis will be placed on the development of the Constitution in the areas of federalism; Presidential and Congressional powers; the tax, commerce and war powers; due process of law; civil rights and civil liberties and the protection of property. Three credits, second semester. Mr. Ossman. 1958-59.

111. INTERNATIONAL RELATIONS. A course attempting to trace the development and nature of international organizations through the study of the factors, such as historic, current economic, political and ideological problems, which influence the relations among nations. Three credits, first semester. Mr. Liem. 1959-60.

112. UNITED STATES FOREIGN POLICY. A study of the factors influencing American foreign policies as well as a study of the technique and development of American diplomacy. Three credits, second semester. Mr. Liem. 1959-60.

113. SOCIAL PHILOSOPHY (Identical with Philosophy 105). A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. Mr. Hayes. 1959-60.

115. POLITICAL PARTIES. A study of political parties and pressure groups—their organization, functions, and impact upon public policy formation. Consideration of the demands placed upon party institutions in a democratic society, the theory of responsible party government, and the issue of party reform. Special attention to empirical studies of political behavior. Field work in political campaigns. Three credits, first semester. Mr. O'Lessker. 1958-59.

116. THE LEGISLATIVE PROCESS. A study of legislative institutions and the law-making process in a democratic system of government. Attention given to the organization, functions, and procedures of Congress and state legislatures. Consideration of the political forces which shape legislative decisions. Three credits, second semester. Mr. O'Lessker. 1958-59.

118. PUBLIC OPINION. This course will seek an understanding of the nature and formation of public opinion, and of the way in which governments and pressure groups utilize the techniques of propaganda, through analysis of mass communication media, of the basic psychological factors which influence human behavior, and of the structure and operations of typical political, economic and cultural organizations. Three credits, second semester. Mr. Liem. 1958-59.

125. COMPARATIVE GOVERNMENT. A comparative analysis of the rise, organization and functions of the governments of the principal countries of the world. Three credits, first semester. Mr. Liem. 1958-59.

131. POLITICAL SCIENCE SEMINAR. This course offers opportunity for relatively independent and intensive investigation in any of the various areas of political science. Special problems, independent reading or investigation to meet individual interests. Three credits, first semester. Mr. Keefe. 1959-60.

203-204. TUTORIAL. Three credits each semester. Political Science Faculty.

PSYCHOLOGY

Students majoring in psychology are expected to take a minimum of thirty hours in the department, including Psychology 101, 102, 105 and 203-204.

101. GENERAL PSYCHOLOGY. A general introduction to the scientific study and understanding of human behavior. Emphasis will be given to those topics which are not covered in the course, Human Development and Behavior. Three credits, first and second semester. Mr. Foltin.

102. EXPERIMENTAL PSYCHOLOGY. An introduction to research techniques utilized in psychology. Experiments in the various areas of general psychology will be performed by the student. May be elected only with permission of the instructor. Prerequisite: Psychology 101. Three credits, second semester. Mr. Foltin.

103. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE. Psychological growth and development from birth to adulthood as it is affected by physical and sociological as well as psychological factors. Special attention is given to the application of principles and facts to practical situations in home, school and community. Prerequisite: Human Development and Behavior B1-2 or Human Development and Behavior B1-2 exemption. Three credits, first semester.

105. ELEMENTARY STATISTICS. Prerequisite: one and one-half years of high school algebra or permission from the instructor. Three credits first semester. Mr. Foltin.

106. APPLIED PSYCHOLOGY. A course showing the various applications of psychological knowledge to the fields of human endeavor. Prerequisite: Psychology 101 or consent of instructor. Three credits, second semester. Mr. Foltin. 1958-59.

111. SOCIAL PSYCHOLOGY. A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology 101, Sociology 103 or consent of instructor. Three credits, first semester. Mr. Foltin. 1958-59.

113. METHODS OF PERSONALITY ANALYSIS. A study of psychological tests and measurements and an introduction to projective techniques and the interview. Prerequisite: Psychology 101 and permission of the instructor. Three credits, first semester. 1959-60.

120. ABNORMAL PSYCHOLOGY. A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Restricted to juniors and seniors. Prerequisite: Psychology 101 and permission of the instructor. Three credits, second semester. Mr. Foltin. 1959-60.

151. SYSTEMS OF PSYCHOLOGY. This seminar deals with the history and contemporary theories of psychology. It includes readings in recently published papers insofar as they show current trends. Prerequisite: Psychology 101 and 102. Three credits, second semester. 1958-59.

203-204. TUTORIAL. Three credits each semester. Psychology Faculty.

RELIGION

1. INTRODUCTION TO THE OLD TESTAMENT. A history of the Hebrew people from Moses to the Maccabees with particular attention to the development of Jewish literature and religion. Two credits, first semester. Mr. Parker. 1958-59.

2. INTRODUCTION TO THE NEW TESTAMENT. A study of the early Christian community and the literature and religious thought which it produced. Two credits, second semester. Mr. Parker. 1958-59.

3. READINGS IN THE OLD TESTAMENT. A study of the selected classics from the Old Testament, e.g., Jeremiah, Job, the Psalms, Proverbs. Two credits, first semester. Mr. Parker. 1959-60.

4. THE LIFE AND TEACHINGS OF JESUS. The mission and message of Jesus as recorded in the four gospels. Two credits, second semester. Mr. Parker. 1959-60.

111. RELIGION IN WESTERN CULTURE. Judaism in the Christian Era, and the development of Christian thought and practice. Prerequisite: Religion 1 or 3 plus Religion 2 or 4, or by consent of the instructor. Three credits, first semester. Mr. Parker. 1959-60.

113. RELIGIONS OF THE EAST. Hinduism, Buddhism, Taoism, Confuscianism, and Islam. Three credits, first semester. 1959-60.

SECRETARIAL STUDIES

101-102. TYPEWRITING. Instruction given in the technique of operating the typewriter and in the development of speed and accuracy. Arrangement of business letters, tabulations, manuscript, office forms and mimeographing. Courses open to students desiring to prepare for secretarial work using their liberal arts training as a background and also to those desiring a working knowledge of typewriting for personal needs. Meets three hours a week each semester. No credit. Mrs. Weinberg.

105-106. SHORTHAND. A thorough study of the principles of Gregg shorthand and the development of a basic shorthand vocabulary with emphasis, in the second semester, on dictation and transcription. Meets three hours a week. Three credits each semester. Mrs. Weinberg.

109-110. SECRETARIAL PRACTICE. Emphasis on obtaining speed and accuracy in dictation and transcription. Prerequisite: Secretarial Studies 101-2 and 105-6 or their equivalent. Meets three hours a week each semester. No credit. Mrs. Weinberg.

SOCIOLOGY

Students are expected to complete Modern Society before enrolling in Sociology 103, if possible. In addition to Modern Society, 24 hours of sociology are required for a major including Sociology 103, 106, 113 and the tutorial. Students are also required to take Statistics (Psychology 105) preferably in their sophomore or junior year in order to handle statistical materials in their tutorial.

Majors are also requested to take Economics 103 and Political Science 103 or Psychology 101.

Sociology 103 is a prerequisite for all other courses in Sociology. Courses 103 and 106 are open to sophomores. Other courses are open only to juniors and seniors except by permission of the instructor.

103. ELEMENTS OF SOCIOLOGY. Social origins and development; basic characteristics of group life and social organization including the concept of social structure; class, caste, race; community ecological aspects and institutions. Three credits, first semester. Miss Elliott.

106. SOCIAL DISORGANIZATION. An application of sociological principles to the problems of personal, family, community and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism and war. Field trips and special seminars in social problems selected for study. Three credits, second semeter. Miss Elliott.

108. URBAN COMMUNITY. The characteristic patterning of the contemporary urban community through the world and especially in the U.S. An attempt to understand its present status and problems will be made through an analysis of causative factors of an ecological, cultural, economic and political nature. An analysis of the units of community organization. First hand experience with aspects of urban society will be gained through field trips and through field research. Three credits, second semester. 1959-60.

111. THE FAMILY. The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits, first semester. Miss Elliott. 1959-60.

113. CULTURAL ANTHROPOLOGY. A study of non-literate societies and cultures. The concept of culture, biological and geographical facts, and its evolution. Factors in culture change. Units in social organizations, e.g., status and role, the family, clan, local, group and state. Case analysis of specific cultures. Three credits, first semester. 1959-60.

115. COLLECTIVE BEHAVIOR. The study of group phenomena as evidenced in formal and non-formal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revival, political movements, revolutions. Three credits, first semester. Miss Elliott. 1958-59.

118. JUVENILE DELINQUENCY. The nature and extent of juvenile delinquency. Changing legal definitions and modifications in social treatment. An examination of the large body of research data as to the background of delinquents and their subsequent adjustment. Clinical and institutional treatment, and probation work. Preventive projects in delinquency. Field trips. Three credits, second semester. Miss Elliott. 1958-59.

119. RACIAL AND ETHNIC GROUPS. An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. This course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups and their cultural impact on our national life. Three credits, first semester. Mrs. George. 1958-59.

120. CRIMINOLOGY. The evolution of social and legal definitions of crime. Criminal statistics. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction and treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Three credits, second semester. Miss Elliott. 1959-60.

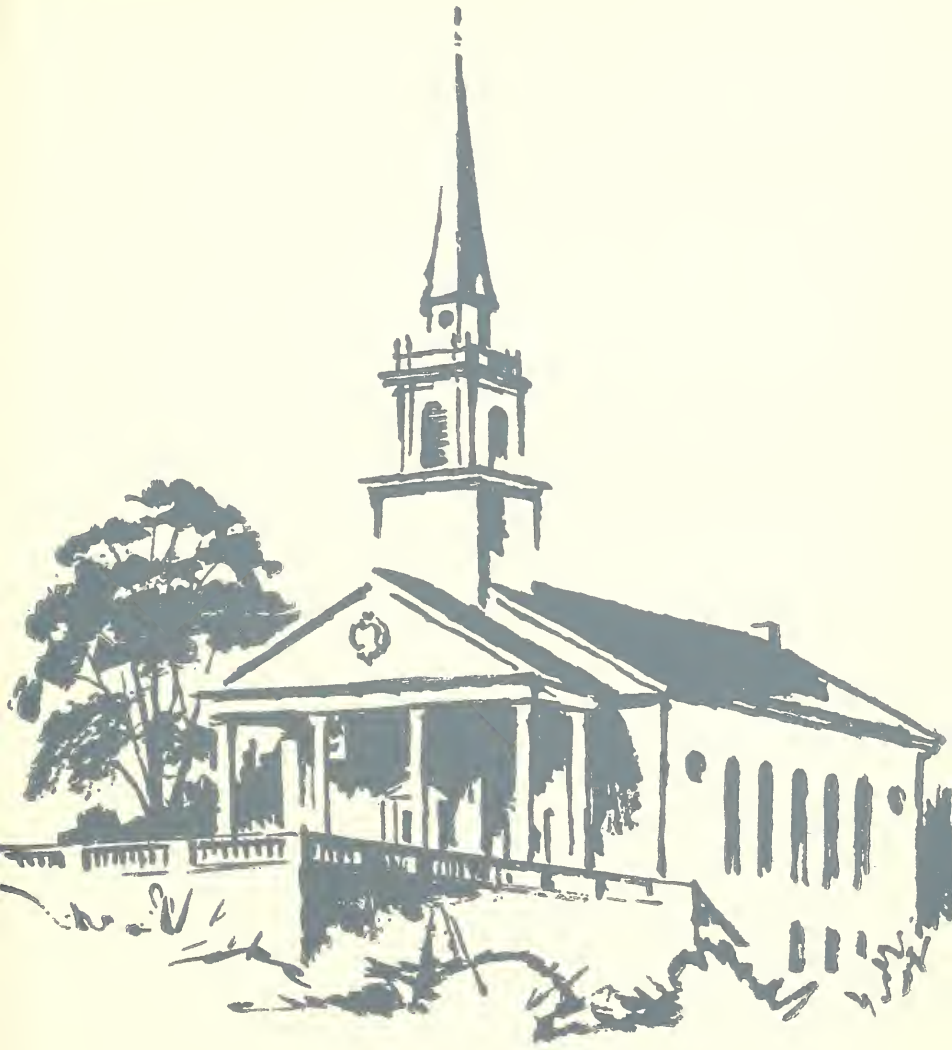
130. ADVANCED SOCIAL THEORY. A historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors, but ordinarily this course should be taken in the senior year. Three credits, first semester. Miss Elliott. 1959-60.

131-132. SOCIOLOGY SEMINAR. Three credits each semester. 1958-59.

203-204. TUTORIAL. Three credits each semester. Sociology Faculty.

SPANISH

See Modern Languages, page 72.



COLLEGE PROCEDURES

Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among the candidates for admission those who can successfully carry college work and who are particularly fitted for the Chatham program of learning. The college wants students geographically well distributed, representing a cross-section of individuals of quite different talents—literary, philosophical, musical, scientific, and artistic.

The factors taken into consideration in the admission of students are quality of preparation, amount of preparation, endorsement of the secondary school principal, enthusiasm for learning, and capacity for further development.

Students who wish to enter Chatham should, in general, take the college preparatory course in secondary school. Emphasis should be placed upon English, history, science, mathematics, and foreign languages.

Adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of preparation in each subject. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is interested in science, she should take more than one unit of science in secondary school plus two or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as a modern language.

Ultimately the total fitness of the student for college work will determine the college selection. In order to help establish this fitness, *applicants are required to take the Scholastic Aptitude Test and three Achievement Tests of the College*

Entrance Examination Board. It is preferred that all regular applicants take the Scholastic Aptitude Test in January and the Achievement Tests in March.

Candidates who have participated in Advanced Placement Program classes organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement tests of the College Board. Satisfactory performance in these examinations may admit a student to advanced courses at Chatham.

GENERAL INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Each candidate for admission is responsible for making proper application to take the Scholastic Aptitude Test and three Achievement Tests of the College Board and for having the results of these tests sent to Chatham. Candidates should address all inquiries concerning these tests and applications for taking the Scholastic Aptitude Test and Achievement Tests to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey.

A Bulletin of Information containing procedures for filing applications, payment of fees, lists of examination centers, brief descriptions of the Scholastic Aptitude Test and the Achievement Tests, sample questions and answers, etc. may be obtained without charge from the College Entrance Examination Board.

For the year 1958-1959 the College Entrance Examination Board will hold examinations on each of the following dates: December 6, 1958, January 10, 1959, February 14, 1959, March 14, 1959 and May 16, 1959. Applications and fees to take the tests should be sent to the College Entrance Examination Board at least three to four weeks in advance of the test date.

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions, Chatham College, Woodland Road, Pittsburgh 32, Pennsylvania, requesting an application blank.

2. Complete and return the application blank with a recent photograph to the Admissions Office. A processing fee of ten dollars ($10.00), which is not refundable, must be enclosed.

3. A personal interview with all applicants is desired at the college whenever possible. If a student cannot come to the college, an interview may be arranged with the Director or one of the Assistant Directors of Admissions, or with an Alumnae Representative.

4. Take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board and request the Board to report the results of these tests to the college.

The College will send for the secondary school record, the recommendations of the principal, counselor and faculty members best qualified to judge the applicant's academic ability. The applicant's credentials will be presented to the Admissions Committee for its decision.

Early application is advisable in order to ensure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

An Early Decision Admission Plan designed to give assurance early in the senior year in high school to able students

is in effect at Chatham College. Well qualified applicants whose credentials include high school record through the junior year, counselor's and teachers' recommendations, and results of the Scholastic Aptitude Test taken either in the junior year or December of the senior year, will be granted admission as early as December. It is anticipated that the majority of applicants will be considered by the Committee on Admissions at the regular April meeting at which time additional data consisting of the record for the first semester of the senior year and results of the College Board Scholastic Aptitude Test and three Achievement Tests will be on file.

For detailed information concerning the Early Decision Admission Plan write to the Director of Admissions.

The Admissions office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday; on Saturday, from 9:00 a. m. to 12 noon. Prospective students and their families are cordially invited to visit the college. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a student guide, *visitors are urged to make an appointment in advance with the Director of Admissions.* This is especially necessary if arriving on weekends as the schedule is particularly heavy at that time.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Liberal Arts Courses in which the final grade is C, or better, are transferable.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form to be secured from the Director of Admissions, Chatham College.

2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham College, and indicating the major subject.

3. Have the college last attended send an official transcript of the work taken there up to the time of making application.

4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.

5. At the close of the semester when entrance is desired, have the college from which the student is transferring send: (a) A final transcript of record.
(b) A statement of honorable dismissal.

POLICY CONCERNING NON-DEGREE STUDENTS

Mature applicants who are not candidates for degrees may be admitted to classes for which their training and experience have qualified them. Such students may make arrangements for entrance by personal interview with a member of the Dean's staff.

If such a student already holds a degree or has completed some college work, she must submit a transcript of her record

and fulfill college requirements. If she does not hold a degree she must fulfill the entrance requirements of regularly enrolled Chatham students.

Non-degree students may carry a maximum of nine (9) academic hours each semester. A non-degree student must achieve a minimum 2.00 average for the first semester in order to be eligible to continue for a second semester.

A non-degree student may petition the college to become a regular student. If she is accepted, a year's work of not less than twelve hours a semester is required on senior level before this student may become a degree candidate.

Academic Procedures

GRADES

The letters A,B,C,D,F, and E and I are used to designate the quality of performance. A shows distinguished performance; B indicates superior work; C specifies generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance was too unsatisfactory to fulfill minimum requirements of the course.

The grade of E indicates that a re-examination is to be permitted. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. Neither of these two grades may be given without the approval of the Registrar in consultation with the Dean. Failure to remove the grade of E or I by the end of the first six weeks of the following semester automatically results in failure in the course. (See "PROBATION," page 102.)

ACADEMIC CREDIT

Courses are valued at ½, 1, 2, 3, or 4 hours of academic credit, as stated in the catalog description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which involve laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation constitute an average academic load. Although the normal program is considered to be 17 hours, students with B averages in the preceding semester may carry 18.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number

of quality points as follows: A, four; B, three; C, two; D, one. The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit.

ACADEMIC STANDING

Academic standing refers to the quality of work completed. A student's over-all average is obtained by dividing the sum of all quality points by the sum of all hours carried. The progress of each student is reviewed by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar makes a report of grades and credit hours earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, upon the completion of the first seven weeks of the first semester, a report of grades earned is sent to each student; duplicates of these latter reports are sent to the parents or guardians of freshmen only.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

FINAL EXAMINATIONS

Unexcused absence from an examination is counted as

failure in the examination. Absence from an examination is excused only for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations in the spring or in the fall. The fee for a late examination is five dollars ($5.00) per course.

COURSE REGISTRATION

Election of courses for the following year is scheduled for the middle of April. Courses may be entered through the first two weeks of any semester on recommendation of the faculty advisor and the individual instructor concerned; no course may be entered after this time. Courses may be dropped through the first six weeks of each semester without incurring an academic penalty, with the exception of seven and one-half week physical education courses. These must be dropped by the end of the third week of classes. If a course is dropped after the time indicated above, unless the reason is illness, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only through the Dean's Office. Requests for exception may be filed by the student with the Registrar. In cases of serious illness or other emergency, the student must consult with the Dean.

SUMMER STUDY

A student wishing to receive credit for summer study must secure in advance of study the approval of the Committee on Academic Standing of both the course work undertaken and the institution where it will be taken. Application for approval should be made to the Registrar preferably in early May, not later than June 1. Six semester or nine quarter hours of credit is the usual program permitted. No credit is allowed for work of less than C grade.

JUNIOR YEAR ABROAD

Sophomores are permitted to apply for admission to one of the various junior year abroad programs. Applicants must have a superior academic record and must give evidence of strong preparation in the language of the country concerned. Students interested in this program should consult the Dean.

SEMESTER IN WASHINGTON

Students with a strong background in political science and proved ability to do independent study are eligible for a semester in residence at American University, Washington, D.C. The Washington program enables superior junior students to meet the nation's political and governmental leaders, to see the scope of lawmaking operations and to study political parties in action. An individual research project is included. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

TRANSCRIPTS

Graduates and students in good standing who withdraw before graduation are entitled to one complete statement of their college record without charge. A charge of one dollar will be made for each additional transcript.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean when a student withdraws voluntarily from college. The official date of withdrawal is the date on which the authorization of withdrawal is received.

DISMISSALS

The college reserves the right to dismiss at any time a

student who does not maintain the required standard of scholarship or whose continuance in college would be detrimental to her health or to the health of others or whose conduct is not satisfactory. Students of the latter group may be asked to withdraw even though no specific charge may be made against them.

PROBATION

Probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The college believes that students on probation should realize that their level of achievement is inadequate or in danger of failing to meet college graduation requirements. With proper application of time, energy, and abilities, students may improve their academic status. The following stipulation, therefore, has been established to provide a framework within which more time and emphasis may be given to academic work: Students may not take any major part in extracurricular activities during the period of probation. This includes major offices, play roles, or special activity projects of any kind, and participation in many time-consuming activities.

The Committee on Academic Standing may place a student on academic probation at any time during the year. A student may be removed from probationary status at the discretion of the Committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study required is four years. All students must be in residence, carrying a minimum of twelve credits each semester, for the senior year.

Financial Procedures

CHARGES AND EXPENSES

Since the college catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1958-59.

FEES

Application for admission ..... $ 10.00

In cases in which a student is carrying six hours or less, the application fee is $5.00. The application fee is not refundable (see page 94) and is not credited on any college bill.

RESIDENT STUDENTS

Charges for resident students for the year:

Comprehensive Tuition, Board and Room*	$1950.00
Student Activities Fee	40.00
	$1990.00

PAYABLE:

Upon acceptance	$ 100.00
On or before opening of college in September	1040.00
On or before January 15	850.00
	$1990.00

*The comprehensive tuition fee includes all the various charges for courses in laboratory sciences, physical education, practice teaching, applied art, stenography, typing, health fees, library fees, use of radio and practice rooms, graduation fees, etc. No additional fees will be charged except for private lessons in music (see departmental fees, page 105) and such penalty charges as the $5 late registration fee, special examination fees, and excess breakage in laboratory courses.

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition (see footnote preceding page)	$ 900.00
Student Activities Fee	40.00
	$ 940.00

PAYABLE:

Upon acceptance	$ 100.00
On or before opening of the college in September	465.00
On or before January 15	375.00
	$ 940.00

Non-degree students will be charged at the rate of $30.00 for each semester hour scheduled.

The advance payment of $100.00 for returning non-resident students must be paid by July 1. An advance payment of $35.00 for returning resident students must be paid by April 15, and an additional $75.00 by July 1. These advance payments ordinarily are not refundable.

The Student Activities fee has been established by the Student Government Association and entitles each student to a copy of the yearbook and the literary magazine; admittance to the Christmas prom, the Junior prom, college plays and concerts. It covers the Student Government Association membership fee and that of the Athletic Association. It also includes the $3.50 subscription fee for the student paper "The Arrow."

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week	$90.00
One half-hour lesson per week	$45.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department.

MEDICAL EXPENSES

The college has arranged with the Continental Casualty Company for group health and accident insurance. This is a voluntary expense, but the program is so comprehensive that it has the college's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent.

Fees: $20 for the academic year

$26.70 for twelve months

Provision for seven days of infirmary rest and care are included in the student's tuition. For additional days in the infirmary, there is a charge of $2.50 a day. A charge is made for medicine if a special prescription is required. The College Physician charges the student for his services and the college bills the student. See Health Services, page 145.

CARE OF PROPERTY

Damage to, or loss of, college property will be charged to the student who is responsible.

A student will be expected to keep her room with a reasonable degree of respectability and cleanliness. In case this is not done, and after the student has been duly warned, the college will assign a maintenance person to clean her room and will make a charge of $5.00.

EXAMINATION FEES

A student who fails to take an examination at the regularly scheduled time, and this refers to any kind of examination that the College requires, must pay a late examination fee of $5.00.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the college. Students may not be admitted to final examination until all financial obligations pertaining to that semester have been met in full.

A student may be graduated, receive honorable dismissal, semester grades or a transcript of her college work only after all accounts with the college have been settled.

Charges for students entering college the second semester will be one-half the stated rates for the college year. In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Textbooks and students' supplies may be purchased in the book store.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This convenience is available through the Peoples First National Bank and Trust Company, Mellon National Bank and Trust Company, or the Insured Tuition Payment Plan.

Information concerning these programs is available upon request to Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or any other reason.

The date of withdrawal is the date on which the Dean is informed of the fact, in writing, by the parent or guardian.

SCHOLARSHIP REQUIREMENTS

Scholarships are available to freshmen and upperclassmen who have maintained a high academic standing and who can show evidence of financial need.

To qualify for a scholarship, an applicant living outside of Allegheny County will be required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board.

Scholarship applicants living in Allegheny County may do one of the following:

1. Take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. (See page 95 for detailed information.)
2. Qualify in the Award Group of the Exceptionally Able Youth Examination administered by the Civic Club of Allegheny County.

Freshmen applicants for scholarship aid should complete the admission and scholarship forms and return them with a ten dollar application fee and photograph to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of a large group of colleges for the handling of confidential statements from parents in

support of application for financial aid. This form is sent to the applicant only after she has filed an application for admission and scholarship to Chatham College. The criteria used to determine eligibility for assistance are the following:

financial need
scholastic standing
constructive attitudes
contribution to the college community

SCHOLARSHIPS FOR FRESHMEN

Scholarships available for entering freshmen are awarded on the basis of examination, secondary school record and personal qualifications of the candidate. The scholarships range in value from $100.00 to $1,200.00 per year depending on financial need and academic standing.

Applications for freshmen scholarships should be sent to the Director of Admissions.

SCHOLARSHIPS FOR UPPERCLASSMEN

Students must reapply each year for all scholarships. All applications are reviewed by the Committee on Financial Aid. Applications for sophomores, juniors, and seniors are obtainable from the Registrar in January of each year.

A number of endowed scholarships and scholarships contributed by individuals and groups (see name scholarships) are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

STUDENT SERVICE SCHOLARSHIPS

Service scholarships are available to qualified students from any of the four classes in the college. The amounts range from $140 for approximately five hours of work per week to $445 for approximately fifteen hours of work per week. Service Scholarships are awarded in conjunction with academic schol-

arships. These scholarships are renewed each year upon reapplication by the student if she maintains the required academic average, if she has fulfilled her service responsibilities, and if her financial need is the same.

NAME SCHOLARSHIPS

The following scholarships are awarded to upperclassmen subject to the approval of the Committee on Financial Aid.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, President of the College from 1878 to 1894.

THE MARY HAWES NEVIN SCHOLARSHIP fulfills a wish expressed by the late Mary Hawes Nevin, an alumna of the class of 1896, for a yearly scholarship bearing her name.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the college.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the college from 1887 to 1906.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the college from 1901 to 1921.

THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, principal of Dilworth Hall from 1887 to 1917.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of Chatham College in the class of 1913.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for a scholarship each year.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the Foundation annually to the college for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE MITCHELL SCHOLARSHIP was established in 1948 and maintained by The Dr. William T. Mitchell, Jr. and Elsie Breese Mitchell Fund of The Pittsburgh Foundation. The yearly income is to be used for a scholarship in music.

THE MARY ACHESON SPENCER SCHOLARSHIP, established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by the Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE CLASS OF 1945 SCHOLARSHIP was established by the class in 1955 and provides funds for scholarship aid, preferably to alumnae daughters.

ALUMNAE SCHOLARSHIPS are awarded yearly. They are based upon scholarly potential and need. They are made possible by a $100,000 endowment fund contributed by alumnae and established in 1958. From time to time additional funds for Alumnae Scholarships are made available by the Association or by one or another of the Alumnae Clubs.

The CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

THE DOROTHY B. NEWELL SCHOLARSHIP, established in 1958, provides a total of $1,000 each year for one or more deserving students, preference to be given to students from Warren, Pennsylvania.

SPECIAL CRITERIA SCHOLARSHIPS

The following scholarships are awarded and available to qualified students in all or designated classes.

THE STUDENT GOVERNMENT ASSOCIATION SERVICE SCHOLARSHIP is awarded each year by the S. G. A. to the student who has maintained a high scholastic rank and who has made a contribution of worth to college life. This scholarship was established as a

memorial to the late Cora Helen Coolidge, president of the college from 1906 to 1917.

THE BUREAU OF REHABILITATION OF THE COMMONWEALTH OF PENNSYLVANIA awards aid to disabled students. The extent of the assistance is dependent upon the severity of physical disability, financial need and academic standing. The college recommends candidates to the Counselor of the Bureau.

The CAROL A. DAVIS SCHOLARSHIP was established in 1954 in memory of Carol Annette Davis x'56, by her parents. The award is made to a junior student of high academic standing majoring in biology.

The PITTSBURGH KINDERGARTEN ASSOCIATION SCHOLARSHIP is awarded each year to a high-ranking member of the junior or senior class majoring in kindergarten education who shows promise in the field of education.

THE CHATHAM CAMPUS CHEST SCHOLARSHIP is an annual award given to a foreign student in expression of the appreciation of the college for her work on the campus and her cooperation in the foreign student program.

THE WOODS HOLE MARINE BIOLOGICAL LABORATORY SCHOLARSHIP is awarded to a biology major who has done outstanding work. The scholarship covers the annual summer tuition to the Marine Biological Laboratory at Woods Hole, Massachusetts.

BUHL FOUNDATION SCHOLARSHIPS are available to day students in Allegheny County. Candidates must have taken the tests given by the Exceptionally Able Youth Committee of the Civic Club and have placed in the award group.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshmen applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the specific requirements of the college and must enroll as a commuting student.

LOANS

The Committee on Financial Aid administers the loan funds of the college. Loans are awarded to those who have

real need and whose requests for financial aid cannot be completely met by other forms of financial aid. Only short-term loans are made to freshmen and sophomores and bear interest at 4% per annum. Loans up to $300 for any one year are made to juniors and seniors. These long-term loans bear interest at 4% per annum, effective after graduation or after permanent withdrawal from college. Financial arrangements for repayment of loan are made with the College Bursar at the time they are granted.

ANNUAL AWARDS

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN AWARD is an annual gift membership to the AAUW of one year duration. The award, given by the Pennsylvania Division of AAUW, is bestowed on an outstanding senior from Pennsylvania.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925. The recipient is a member of the senior class noted for her outstanding contributions and unselfish devotion to the college and to college activities throughout her college course.

THE ANNA DRAVO PARKIN MEMORIAL HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, x'36, who died while a junior at Chatham College.

THE PITTSBURGH DRAMA LEAGUE AWARD which was established in 1947 in honor of Vanda E. Kerst is awarded to a student who has done outstanding work in Drama and Speech.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sara Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE AIKEN ART AWARD is given each year for the most meritorious work in the student art exhibit.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is presented to a senior with high academic achievement who has shown outstanding interest in and service to the college and the community.

THE MINOR BIRD AWARDS are presented to the contributors of the best prose and the best poetry for the current edition of the Chatham College literary magazine, "The Minor Bird."

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION MEMORIAL AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made each year to a member of the junior class of outstanding rank who has made a real contribution to college life.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music. The recipient is chosen by the Chatham Music Department.

THE ANNE HARRIS ARONSON PRIZE in English, established in 1958 in memory of Anne Harris Aronson, Class of 1955, is awarded each year to that student whose scholarly and creative contribution in the tutorial has been outstanding.

SPECIAL FUNDS

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis of the Class of 1875. The income from this fund is used for the purchase of books in the Library.

THE CORA HELEN COOLIDGE FUND was left to the College in 1932 through the will of the late Cora Helen Coolidge, former President of the College. The income from this fund is to supply books for the Library.

THE HELEN IRWIN AND JAMES E. MAC CLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey of the Class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, an alumna of the Class of 1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND was established in 1948. The income of the fund is to be used to enhance the educational and spiritual life of the college.

It may bring visiting lecturers to the campus, facilitate faculty leaves, support new developments in personnel practices or provide for other needs to increase the effectiveness of the college's program.

THE CLASS OF 1956 FUND was established in June, 1956, to provide income for additional books in the library.

THE CLASS OF 1957 FUND was established in June, 1957, to provide income for additional books in the library.

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks who served as Dean from 1922 to 1952 and as Acting President from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the college to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the college through the effective use of outstanding people with varied backgrounds and interests.

THE MARY E. RIECK FUND, established in 1957, is for the purpose of increasing the library collection.

THE HELEN B. RAUH FUND, established in 1957, provides funds yearly for library acquisitions.

THE PITCAIRN-CRABBE LIBRARY FUND was established in 1957 by the Trustees of the Pitcairn-Crabbe Foundation to provide funds for the purchase of books in religion and in the social studies.

THE WHERRETT ENDOWMENT FUND was established by the Pittsburgh Foundation in 1957 for the furtherance of artistic appreciation at Chatham College and in Pittsburgh. As long as is feasible the income shall go for an exhibit program open to the public.

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 by a grant of the Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE MR. AND MRS. WM. G. BECHMAN TRUST FUND, established in 1957, in honor of their daughter, Kathryn Bechman Dodds, is

for the purpose of providing scholarship aid for students who otherwise would be unable to attend Chatham College.

THE ETHEL W. KEISTER MUSIC FUND, established in 1957, for the support of worthy projects in the field of music.

THE MARY SHAW CAMPBELL SCHOLARSHIP FUND was established in 1957 by Margaret Shaw Campbell in memory of her mother. The income of the fund is to be used to provide scholarship aid for deserving students.

THE IRENE HEINZ GIVEN PROFESSORSHIP, established in 1958 with funds provided by the Irene Heinz Given and John La Porte Given Foundation, Inc., is a professorship awarded to a superior person in a major field of study. It may be used in any field for one or more years, the purposes being to strengthen the educational program of the college and to attract eminent teachers.

ORGANIZATION

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PAUL RUSSELL ANDERSON, A.B., Ph.D., LL.D., L.H.D. . .President
Mildred R. Rensi, Secretary

LUCILE ANNE ALLEN, A.B., A.M., Ed.D. .....Dean of the College
Mary Carolyn Logan, A.B., Secretary
Constance Ainslie, Secretary to the Faculty

SUMNER C. HAYWARD, A.B., M.A., Ph.D . .Secretary of the College
Betty R. Burstin, B.S., Secretary

BURT E. ASHMAN, Ph.B. .....Business Manager

GEORGE F. PARKER, A.B., B.D., A.M. .....Chaplain
Virginia Newman, Secretary

STUDENT PERSONNEL

BARBARA MORSE, B.S., A.M. .....Assistant Dean and Faculty Counselor, Woodland Hall

AMELIA J. BOTSARIS, A.B., A.M., ...Assistant Dean and Faculty Counselor, Lindsay Hall
Margaret Newmeyer, Secretary to the Assistant Deans

MARGARET J. KISER, B.S. in L.S. .....Director of Placement and Faculty Counselor, Fickes Hall

MYRREL H. ROWSWELL .....Social Director and Faculty Counselor, Mellon Hall

VIRGINIA FICHTEL, A.B. .....Faculty Counselor, Beatty Hall

JANIS S. GREENE, B.S., M.Ed. .....Faculty Counselor, Gateway

EVALUATION SERVICES

LILY DETCHEN, A.B., A.M., Ph.D. ...Director of Evaluation Services
Irene Lawlor, Secretary

REGISTRAR

AMELIA J. BOTSARIS, A.B., A.M. .....Assistant Dean and Registrar

VIRGINIA FICHTEL, A.B., ...Assistant Registrar

PUBLIC AND ALUMNAE RELATIONS

MARJORIE THOMA McCORMICK ....Director of Public Relations

ROSEMARY ANNE PARLAK, A.B. .....Publicity Assistant

RUTH HUNTER SWISSHELM, A.B. .....Alumnae Secretary

ADMISSIONS

PEGGY DONALDSON, A.B. .....Director of Admissions
NANCY HOFSOOS, A.B. .....Assistant Director of Admissions
CHRISTINE PETERS, A.B. .....Assistant Director of Admissions
MARIGOLDEN G. TRITSCHLER, A.B., A.M. ....Assistant Director of Admissions

Doris G. Bierlein, Secretary

BUSINESS OPERATIONS

BURT E. ASHMAN, Ph.B. .....Business Manager
HANNA GUNDERMAN, A.B., M.Ed. .....Bursar

Mary D. Strichko, Secretary
Anna E. Weigand, Cashier
Florence E. Bayer, Bookkeeper

THOMAS MALLOY .....Superintendent of Maintenance
IRENE NEWLAND, B.S. .....Director of Dining Halls
MARY LOUISE KELLY .....Assistant Director of Dining Halls
JANIS S. GREENE, B.S., M.Ed. .....Director of Interior Decoration
POLLY SANDER .....Bookstore Manager

LIBRARY

ARTHUR L. DAVIS, A.B., A.M., Ph.D. .....Librarian
M. ELEANOR RESIG, Mus.B., M.M., B.S. in L.S. .....
..... Assistant Librarian
CHRISTINE M. WALSH, A.B., M.L.S. .....Assistant Librarian in charge of Circulation and Reference
NORMA L. HUTMAN, A.B., A.M. .....Library Assistant

Geneva Peterson, A.B., Clerical Assistant

HEALTH SERVICES

J. WATSON HARMEIER, B.S., M.S., M.D. .....College Physician
MARY LOUISE RIEFER, R.N. .....Resident Nurse

AUDIO-VISUAL MATERIALS CENTER

FREDERIC D. ALDRICH, A.B., A.M., Ed.D.....
.....Director of Audio-Visual Materials Center
VIVIENNE E. CUPPS .....Assistant Director

Dee Anshutz, Librarian

Faculty

PAUL RUSSELL ANDERSON .....*President*
A.B., Ohio Wesleyan University; Ph.D., Columbia University; LL.D., Ohio Wesleyan University; LL.D., University of Pittsburgh; LL.D., Allegheny College; L.H.D., Elmira College.

LUCILE ANNE ALLEN .....*Dean of the College with rank of Professor*
A.B., Trinity College; A.M., Southern Methodist University; Ed.D., Columbia University; University of Chicago; National University of Mexico.

GEORGE F. PARKER .....*Chaplain*
A.B., Boston University; A.M., B.D., Yale University; University of Pittsburgh.

MARY HELEN MARKS, A.B., A.M., L.H.D. .....*Dean Emeritus*

CARLL W. DOXSEE, A.B., A.M., Ph.D...*Emeritus Professor of English*

VANDA E. KERST .....*Emeritus Professor of Speech*

EFFIE L. WALKER, A.B., A.M...*Emeritus Assistant Professor of History*

HELEN CALKINS, A.B., A.M., Ph.D. .....
.....*Emeritus Professor of Mathematics*

LABERTA DYSART, A.B., M.A. .....*Emeritus Professor of History*

HELENE WELKER, A.B. .....*Emeritus Associate Professor of Music*

J. CUTLER ANDREWS (1947) .....*Professor of History*
Buhl Professor, 1958-59
A.B., Ohio Wesleyan University; A.M., Ph.D., Harvard University.

STEPHEN BORSODY (1948) .....*Professor of History*
Doctor of Laws and Political Sciences, Charles University, Prague; University of Budapest.

ARTHUR L. DAVIS (1947) .....*Professor of German*
A.B., Ohio Wesleyan University; A.M., Ph.D., University of Wisconsin; University of Munich; University of Cologne; University of Michigan.

Dates in parentheses indicate date of appointment

FRANCES ELDREDGE (1953) .....*Professor of English*
A.B., Wellesley College; A.M., Tufts College; Ph.D., University of Chicago; Radcliffe College.

MABEL A. ELLIOTT (1947) .....*Professor of Sociology*
A.B., A.M., Ph.D., Northwestern University; Bryn Mawr College.

EDGAR M. FOLTIN (1949) .....*Professor of Psychology*
J. U. Dr., Dr. habil., University of Innsbruck; University of Munich.

JOHANA HARRIS (1951) .*Pianist in Residence with rank of Professor*
Graduate, Canadian Conservatory of Music; Graduate, Juilliard Graduate School of Music; Student of Ernest Hutcheson, Howard Brockway and Rubin Goldmark.

CHARLES LECLAIR (1946) .....*Professor of Art*
B.S., M.S., University of Wisconsin; Columbia University; Academie Ranson.

PHYLLIS COOK MARTIN (1935) .....*Professor of Biology*
B.S., M.S., University of Pittsburgh; Ph.D., University of Illinois.

HAROLD ST. JOHN (1958)....*Mary Helen Mark: Visiting Professor (Botany) 1958-1959; New York Foundation Visiting Professor 1958-1959.*
A.B., M.A., Ph.D., Harvard University; Sorbonne, Paris.

ELIZABETH LEE VINCENT (1953) .....*Professor of Human Development*
A.B., A.M., University of Colorado; Ph.D., Columbia University.

EARL K. WALLACE (1925) .....*Professor of Chemistry Given Professor, 1958-59*
B.S., The Pennsylvania State University; A.M., Ph.D., Columbia University; Harvard University; University of Pennsylvania.

RUSSELL G. WICHMANN (1946) .....*Professor of Music*
Mus. B., Lawrence College; M.S.M., Union Theological Seminary School of Sacred Music; Student of LaVahn Maesch, Clarence Dickinson, Marcel Dupré.

ROBERT L. ZETLER (1945) .....*Professor of English*
A.B., Ph.D., University of Pittsburgh.

FREDERIC DE LONG ALDRICH (1957) .....*Associate Professor of Education*
A.B., Willamette University; University of Oregon; A.M., Ed.D., Western Reserve University.

WILLARD E. ARNETT (1957) .....*Associate Professor of Philosophy*
A.B., Berea College; A.M., Ph.D., Columbia University.

LILY DETCHEN (1948) .....*Associate Professor*
A.B., A.M., University of Louisville; Ph.D., University of Chicago.

MILDRED THRONE EVANSON (1945) .....*Associate Professor of Drama*
A.B., A.M., University of Wisconsin.

PHYLLIS MARSCHALL FERGUSON (1943) ....*Associate Professor of Drama*
A.B., Emerson College; A.M., University of Pittsburgh; Yale University; Columbia University; Ph.D., University of Pittsburgh.

MARGARET K. HILL (1955) .....*Associate Professor of Education*
B.S., Concord College; M.Ed., Ph.D., Boston University.

*WILLIAM J. KEEFE (1952) ..*Associate Professor of Political Science*
B.S., Illinois State Normal University; A.M., Wayne University; Ph.D., Northwestern University.

CHANNING LIEM (1949) .....*Associate Professor of Political Science*
Union Christian College, Pyong Yang, Korea; B.S., Lafayette College; A.M., Ph.D., Princeton University.

JAMES C. McLAREN (1956) .....*Associate Professor of French*
A.B., A.M., Dalhousie University; University of Paris; Ph.D., Columbia University.

*On leave, 1958-59

*NATALIE BARISH (1954) .....*Assistant Professor of Biology*
A.B., Goucher College; A.M., Indiana University; Ph.D., Ohio State University.

WILLIAM A. BECK (1958) .....*Assistant Professor of Mathematics*
B.S., Case Institute of Technology; M.S., Ph.D., Purdue University.

PATIENCE TANTON BLAYDEN (1953) .....*Assistant Professor of Physical Education*
B.S., Boston University; M.Ed., University of Pittsburgh.

RUDOLPH CARDONA (1956) .....*Assistant Professor of Spanish*
Universidad Nacional de Costa Rica; University of California at Los Angeles; A.B., Louisiana State University; Ph.D., University of Washington.

JOHN W. CUMMINS (1954) .....*Assistant Professor of English*
A.B., A.M., Ohio Wesleyan University; University of North Carolina; University of Pennsylvania.

ANN FREEMAN (1958) .....*Assistant Professor of History*
A.B., Wellesley College; A.M., Ph.D., Radcliffe College

JANIS STEWART GREENE (1944) .....*Assistant Professor of Family Living*
B.S., Ohio University; M.Ed., University of Pittsburgh.

FRANK A. HAYES (1957) .....*Assistant Professor of Philosophy*
DePaul University; A.B., A.M., Stanford University; University of California at Berkeley; Ph.D., Indiana University.

H. CHESTER MARKLE, JR. (1954) ..*Assistant Professor of Chemistry*
B.S., Franklin and Marshall College; A.M., Ph.D., Carnegie Institute of Technology.

MARY A. McGUIRE (1956) .....*Assistant Professor of English*
A.B., University of Maine; A.M., Columbia University; Oxford University.

*On leave first semester, 1958-59.

OLGA W. RUSSELL (1956) .....*Assistant Professor of French*
A.B., Connecticut College; Diplôme d'Études Francaises, Université de Poitiers; Diplôme, Degré Superieur, Université de Paris; Middlebury College; A.M., University of California; Boston University; A.M., Ph.D., Radcliffe College.

DAVID LOEFFLER SMITH (1955) .....*Assistant Professor of Art*
A.B., Bard College; A.M., Cranbrook Academy of Art; American Art School.

CLIFFORD OLIVER TAYLOR, JR. (1951) .....*Assistant Professor of Music*
B.F.A., Carnegie Institute of Technology; A.M., Harvard University.

MARGUERITE VER KRUZEN (1956) .....*Assistant Professor of Physical Education*
A.B., Barnard College; Ed.M., Wellesley College; New York University.

JEROME S. WENNEKER (1946) .....*Assistant Professor of Drama*
A.B., University of Missouri; M.F.A., Yale University; University of Pittsburgh.

JEANNE H. BEAMAN (1957) .....*Lecturer in the Dance*
A.B., University of California at Berkeley; Bennington College; A.M., Mills College.

KATHERINE GEORGE (1957) .....*Lecturer in Sociology*
A.B., Ph.D., University of California at Berkeley.

JOOST KIEWIET de JONGE (1957) .....*Lecturer in Astronomy*
Ph.D., Harvard University.

JOSEF MACEK (1957) .....*Lecturer in Economics*
Doctor Juris, Charles' University of Prague; University of Berlin.

ELFA PORTER (1956) .....*Lecturer in Education*
A.B., Iowa State Teachers College; A.M., State University of Iowa.

MIHAIL STOLAREVSKY (1948) .....*Lecturer in Music*
B.S., Technical University, Coethen, Germany; A.M., Imperial Conservatory, Kiev, Russia; University of Cincinnati; Student of Carl Flesch and Michael Press.

HELEN S. WEINBERG (1958) .....*Lecturer in Secretarial Studies*
A.B., University of Pittsburgh.

BENJAMIN H. GRIFFITH (1957) .....*Instructor in History*
A.B., Bethany College; A.M., University of Rochester; University of Pittsburgh.

NORMA L. HUTMAN (1957) .....*Instructor in Spanish*
A.B., D'Youville College; A.M., Western Reserve University.

RUTH L. M. KUSCHMIERZ (1957) .....*Instructor in Latin*
A.B., M.A., University of Pittsburgh.

CALVIN W. LANE (1956) .....*Instructor in English*
A.B., Amherst College; Williams College; A.M., Ph.D., University of Michigan; Harvard University.

LORENZO MALFATTI (1956) .....*Instructor in Music*
Graduate, Juilliard School of Music; Cherubini Conservatory, Florence; Chigiana Musical Academy, Siena; St. Cecilia Conservatory, Rome; St. Cecilia Academy, Rome; Student of Queena Mario, Rachele Maragliano Muri, Virgilio Mortari.

KARL O'LESSKER (1958) .....*Instructor in Political Science*
A.B., University of Pennsylvania; M.A., Northwestern University.

ALBERT JOHN OSSMAN, JR. (1957) .....*Instructor in Economics and Political Science*
A.B., A.M., Syracuse University.

OAKLEY S. RAY (1958) .....*Instructor in Psychology*
A.B., Cornell University; M.Ed., Ph.D., University of Pittsburgh.

J. ROSS STEVENSON (1956) .....*Instructor in Biology*
A.B., Oberlin College; M.S., Northwestern University.

MARGARET R. TRAMMELL (1956) .....*Instructor in Chemistry*
Texas State College for Women; University of Colorado; B.S., M.S., A.M., North Texas State College; M.S., Ph.D., Carnegie Institute of Technology.

DIVISIONAL CHAIRMEN 1958-59

Science ..... Mr. Wallace
Social Relationships ..... Mr. Andrews
Humanities ..... Mr. Davis

DEPARTMENTAL CHAIRMEN 1958-59

Art ..... Mr. LeClair
Biology ..... Mrs. Martin
Chemistry ..... Mr. Wallace
Drama ..... Mrs. Ferguson
Economics ..... Mr. Ossman
Education ..... Mr. Aldrich
English ..... Miss Eldredge
Family Living ..... Mrs. Greene
History ..... Mr. Andrews
Mathematics ..... Mr. Beck
Modern Languages ..... Mr. McLaren
Music ..... Mr. Wichmann
Philosophy and Religion ..... Mr. Arnett
Physical Education ..... Mrs. Blayden
Political Science ..... Mr. Liem
Psychology ..... Mr. Foltin
Sociology ..... Miss Elliott

COURSE CHAIRMEN 1958-59

Arts ..... Mr. LeClair
English Composition ..... Mr. Zetler
History of Western Civilization ..... Mr. Borsody
Human Development and Behavior ..... Mrs. Martin
Modern Society ..... Mr. Ossman
Natural Science B2 ..... Miss Barish and Mr. Hayes
Philosophy of Life ..... Mr. Arnett
Effective Speech ..... Mrs. Ferguson
World Issues ..... Mr. Liem

STANDING COMMITTEES 1958-1959

ACADEMIC STANDING

The Dean, Mrs. Blayden, Miss Botsaris, Mr. Cardona, Miss Detchen, Miss Donaldson, Mrs. Ferguson, Mrs. Martin, Miss McGuire, Miss Morse

ADMISSIONS AND FINANCIAL AID

The Dean, Miss Botsaris, Mr. Davis, Miss Detchen, Miss Donaldson, Mr. Lane, Miss Morse

ASSEMBLY BOARD

Mr. Arnett, Mrs. Russell, Mr. Wenneker, plus students

CURRICULUM COMMITTEE

The President, The Dean, Mr. Borsody (1959), Mr. Taylor (1959), Mr. Zetler (1959), Mr. Cummins (1960), Mr. Liem (1960), Mr. McLaren (1960), Mr. Arnett (1961), Mrs. Martin (1961), Miss Trammell (1961)

LIBRARY

Miss Barish, Mr. Davis, Miss Eldredge, Mr. Foltin, Mr. Hayes, Mr. Ossman, Mr. Taylor

PRESIDENT'S ADVISORY

Mr. Aldrich (1959), Mrs. Harris (1959), Mr. Andrews (1960), Mr. Wallace (1960), (alternates, Mr. Davis (1960), Miss Elliott (1960).)

PUBLIC OCCASIONS

Mr. Ashman, Mrs. Evanson, Mrs. Greene, Mrs. McCormick, Mr. Smith, Mr. Wichmann, Mr. Zetler, plus students

RELIGIOUS LIFE

Mr. Arnett, Miss Freeman, Mr. Liem, Mr. Parker, Mr. Stevenson, Miss Vincent, Mr. Wichmann, plus students

TENURE

The President, The Dean, Mr. LeClair (1959), Mr. Borsody (1960), Miss Vincent (1960), Miss Eldredge (1961), Mr. Wichmann (1961), Mr. Zetler (1961)

TUTORIAL

The Dean, Mr. Beck, Mr. Davis, Mr. Andrews, Mr. Wallace

ALUMNAE ASSOCIATION

The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the college through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Executive Secretary, gathers and publishes information regarding graduates and former students of the college, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The organization interests itself in the general welfare of the college. Several memorial scholarships are given through the Association each year, and, when the funds contributed in any fiscal year exceed the budget, the balance is given to the college for additional scholarships.

Several publications are sent to alumnae of the college—"The Alumnae Recorder," which contains news of the college and its graduates, is a bi-annual publication; "The Alumnae Register," which is issued at stated intervals, is the alumnae directory; "The Viewbook," a pictorial magazine, is sent in conjunction with the Public Relations Department, as are certain bulletins which are published during the school year.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually

at the college in the spring. The purposes of the Council are to encourage loyal alumnae and to enlist their active interest in and support of their alma mater; to keep in close touch with the administration of the college and communicate to the Alumnae the progress and needs of the college; and to formulate policy as well as other recommendations to be presented at the Annual Alumnae Association meeting in June.

Two meetings of the entire Association are held each year, one in the fall and one in the spring. The Business Meeting and Class Reunions are on the Saturday preceding Commencement. The programs are educational and cultural, as well as social. The business sessions give members the opportunity actively to support the forwarding of plans and projects of the college. In communities where Chatham Alumnae Clubs are active, programs of educative and social interest are presented.

Alumnae Representatives, appointed by the college are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the college, to act as good-will emissaries, and to aid the college in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

OFFICERS

MARTHA ACKELSON SMITH .....President
JANE VIEHMAN .....First Vice-President
NANCY GARLOW HOOP .....Second Vice-President
AMY McBRIDE .....Treasurer
GLORIA MOLINATTO SPELLACY .....Recording Secretary
LETITIA MAHAFFEY .....Corresponding Secretary
MARTHA GLANDON LUTHRINGER .....Alumnae Trustee
LOUISE GRAHAM BROWN .....Alumnae Trustee
VIRGINIA RAY RANDALL .....Alumnae Trustee
RUTH HUNTER SWISSHELM .....Executive Secretary

ALUMNAE CLUBS

SOUTHERN CALIFORNIA—Mrs. H. M. Hagaman (Barbara Moore '49), 5847 Tampa Avenue, Tarzana, California.

WASHINGTON D. C.—Lt. Col. Lois M. Sproul, 3040 Idaho Avenue, N.W., Washington, D.C.

Mrs. Edward Adelson (Lois Potts '54), 1336 Missouri Avenue, Apt. 111, Washington 11, D.C.

CHICAGO, ILLINOIS—Mrs. James A. Hughes (Helen Ensminger x'30), 415 Washington Street, Wilmette, Illinois.

BOSTON, MASSACHUSETTS—Mrs. Russel A. Berg (Shirley Campbell '37), 6 York Terrace, Melrose 76, Massachusetts.

DETROIT, MICHIGAN—Miss Clara Osgood '28, 138 Glendale, Highland Park 3, Michigan.

BUFFALO, NEW YORK—Mrs. Marne A. Dubs (Carla Gregson x'45), 171 Doncaster Road, Kenmore 17, New York.

WESTCHESTER COUNTY, NEW YORK—Miss Jane Linton '49, 11 Columbia Avenue, Hartsdale, New York.

CLEVELAND, OHIO—Mrs. Bruce C. Harmon (Ruth Arnold '47), 24112 East Silsby Road, Cleveland 21, Ohio.

COLUMBUS, OHIO—Mrs. Bromley Blackshaw (Phyllis Tross x'43) 930 Vernon Road, Columbus 9, Ohio.

YOUNGSTOWN, OHIO—Mrs. William Musselman (Betty Monroe '44), 160 Griswold Drive, Youngstown 12, Ohio.

GREENSBURG, PENNSYLVANIA—Mrs. William Smith (Joan Hebrank '52), R.D. 7, Box 206, Greensburg, Pennsylvania.

PHILADELPHIA, PENNSYLVANIA—Mrs. Thomas G. Chew (Jessie Gilbert '48), 401 Drew Avenue, Swarthmore, Pennsylvania.

HOUSTON, TEXAS—Mrs. John H. Chiles (Marie Cohn '48), 5407 San Jacinto, Houston, Texas.

PITTSBURGH REGIONAL GROUPS

DORMONT-MT. LEBANON—Mrs. John E. Yingling (Peggy Suppes '43), 2524 Gunston Hall Drive, Bridgeville, Pennsylvania.

DOWNTOWN—Miss Helen Ryman '24, 50 Academy Avenue, Pittsburgh 28, Pennsylvania.

Miss Shirley Kerchner '51, 408 Franklin Avenue, Pittsburgh 21, Pennsylvania.

Miss Gretchen Donaldson '53, 4705 Fifth Avenue, Pittsburgh 13, Pennsylvania.

EAST BOROUGHS—Miss Harriet Hoffman '46, 321 Whitney Avenue, Pittsburgh 21, Pennsylvania.

NORTH SUBURBAN—Mrs. C. Richard Bickel (Dorothea Wirth '36), 250 Camberwell Drive, Pittsburgh 38, Pennsylvania.

PENN HILLS—Mrs. Robert E. O'Donnell (Naomi Layman x'50), 6858 Alcoma Drive, Pittsburgh 35, Pennsylvania.

SOUTH HILLS—Mrs. C. E. Sunnergren (Marian Updegraff '45), 900 Maple Avenue, Pittsburgh 34, Pennsylvania.

ALUMNAE REPRESENTATIVES

1958-1959

CALIFORNIA—Miss Joan Bowdle '44, 14038 Danbrook Drive, Whittier, California

CONNECTICUT—Mrs. Warren E. Anderson (Mary Kay Fletcher '49), 45 Moorland Road, Trumbull, Connecticut

ILLINOIS—Mrs. T. F. Mayer (Lynn Hughes x'59), 2223 Ridge Avenue, Evanston, Illinois

MARYLAND—Mrs. William Dixon (Helen Starkey '39), 7522 Club Road, Towson, Maryland

MASSACHUSETTS—Mrs. Ferdinand Arens (Margaret Port '28), 14 Chatham Circle, Wellesley Hills 81, Massachusetts

Mrs. D. J. Bailey (Margaret Matheny '42), 53 Kingswood Road, Auburndale 66, Massachusetts

MICHIGAN—Mrs. Thomas J. Claypoole (Pat Miles '55), 14248 Dale, Detroit, Michigan

MISSOURI—Mrs. Robert C. Johnson (Claranne Von Fossen x'43), 456 Julian Place, Kirkwood 22, Missouri

NEW JERSEY—Mrs. Robert W. Haase (Louise Hamilton '24), 630 Raymond Street, Westfield, New Jersey

Mrs. George C. Randall (Virginia Ray '28), 464 Heights Road, Ridgewood, New Jersey

NEW YORK—Mrs. Cameron Brown (Katrina Utne '36), Spring Valley Road, Ossining, New York

Mrs. James A. Caddy (Cleo Bennett x'46), 84 Kilburn Road, Garden City, Long Island, New York

Mrs. Robert L. Dieffenbacher (Ruth E. Lenon '29), 35 Concord Road, Port Washington, New York

Mrs. J. Barrie Graham, III (Margaret Christy '40), 44 Windover, Hamburg, New York

Mrs. Benjamin R. Harriman (Mary-Stuart Clements '36), 85 Danbury Circle North, Rochester 18, New York

Mrs. Donald L. Houck (Carol Lenz '48), 215 Mt. Vernon Road, Snyder, 26, New York

Mrs. N. William Wager (Cynthia Fortanier '53), 546 Glen Street, Glen Falls, New York

OHIO—Mrs. John H. Bloomstrom (Barbara Jane Black '50), 511 Laramie Trail, Cincinnati 15, Ohio

Mrs. John T. Mathison (Alice Elaine Sauerwein '47), 174 East Stafford Avenue, Worthington, Ohio

Mrs. Lee D. Miller (Peggy Barker x'51), 542-E. Western Reserve Road, Poland 14, Ohio

Mrs. W. Coburn Sweet, Jr. (Nancy McIlwain '30), 10410 Brighton Road, Cleveland 8, Ohio

OREGON—Mrs. W. G. Rohlffs (Emelyn Taylor '27), 252 Berwick Road, Oswego, Oregon

PENNSYLVANIA—Mrs. Robert Blair (Jane Murray '45), 440 Koehler Drive, Sharpsville, Pennsylvania

Mrs. Howard Brainerd (Elizabeth Shipley '20), 700 Mixsell Drive, Easton, Pennsylvania

Mrs. Thomas G. Chew (Jessie W. Gilbert '48), 401 Drew Avenue, Swarthmore, Pennsylvania

Mrs. John H. Davidson (Estous Lee x'33), 409 E. Chestnut Street, Washington, Pennsylvania

Mrs. John O. Freeman (Bobbie Shatto '54), 901 Lawrence Avenue, Ellwood City, Pennsylvania

Mrs. John A. Hall (Diane V. Grey '53), 2530 N. Second Street, Harrisburg, Pennsylvania

Mrs. Howard N. Hartman (Martha Cox '45), 522 Glen Arbor Drive, Wynnewood, Pennsylvania

Mrs. J. R. Krapfel (Sarabelle Segmiller '52), 606 Homestead Place, Warren, Pennsylvania

Mrs. Rowland K. Leonard (Mary Jane Kerr '39), 4 Wyomissing Hills Boulevard, Reading P.O., Pennsylvania

Mrs. B. Elkins Longwell, Jr. (Elsie McCreery '31), 334 Gardner Street, Johnstown, Pennsylvania

Mrs. Dean R. Shannon (Ida Mary McFarland '35), 317 N. McKean Street, Butler, Pennsylvania

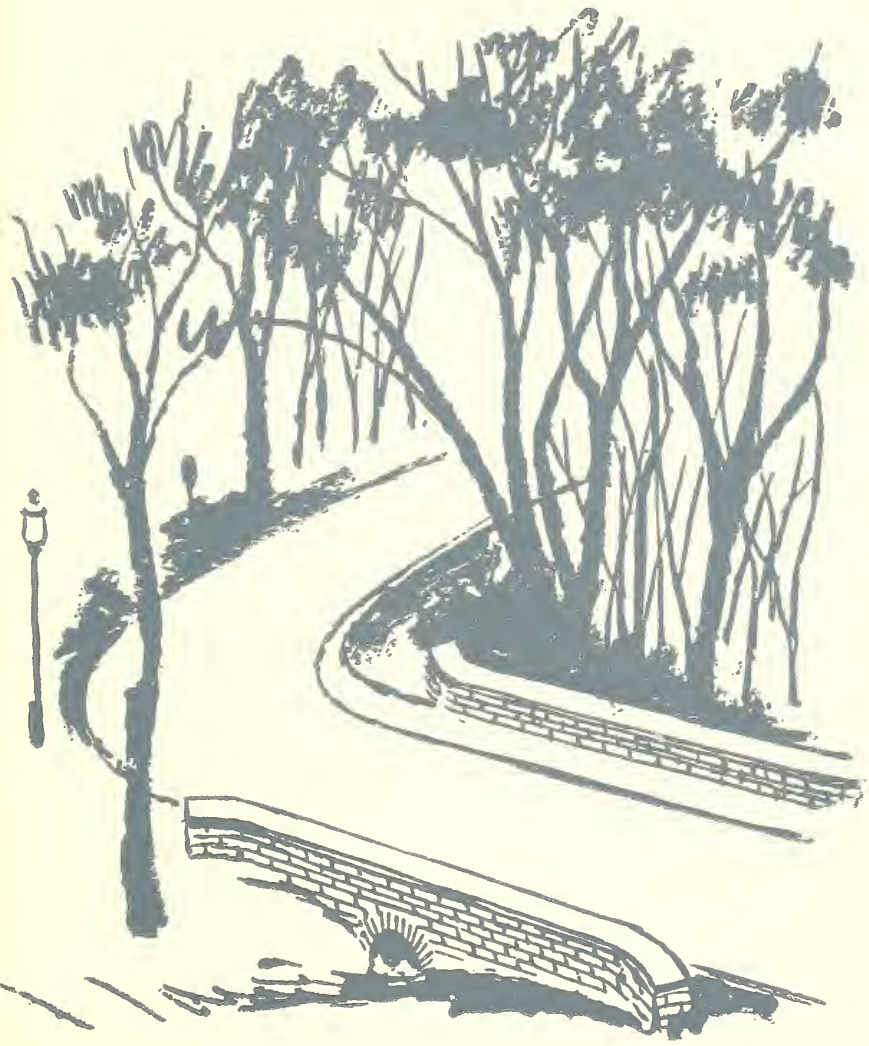
Mrs. James W. Titelman (Barbara Maloy '54), Upper Brush Mountain Road, Hollidaysburg, Pennsylvania

VIRGINIA—Mrs. Norman P. Reichley (Ruth Berkey '34), 5806 Little Falls Road, Arlington 7, Virginia

WASHINGTON, D.C.—Mrs. Samuel B. Crocker (Kay McCloskey '29), 2811 Chesterfield Place, N.W., Washington, D.C.

WEST VIRGINIA—Miss Dorothy Dieckman '57, P.O. Box 2067 Elm Grove, Wheeling, West Virginia

Mrs. Joseph Early (Ruth Ludebuehl '33), 1408 Peacock Lane, Fairmont, West Virginia



GENERAL COLLEGE INFORMATION

Correspondence Directory

Correspondence regarding the general interests of the College should be addressed to the President of the College.

Inquiries regarding the academic work of students, their withdrawal, scholarships and loan funds should be addressed to the Dean of the College.

Requests for catalogues, inquiries regarding admission to the College and the reservation of rooms in the residence halls should be addressed to the Director of Admissions.

Correspondence relating to business matters should be addressed to the Business Manager.

Payment of college fees should be sent to the Bursar. Checks should be made payable to Chatham College.

Correspondence relating to the publicity of the College should be addressed to the Director of Public Relations.

Requests for transcripts of records should be addressed to the Registrar.

Correspondence relating to the alumnae of the College should be addressed to the Secretary of the Alumnae Association.

Those wishing to get in touch with an Alumnae Representative living near their home should consult pages 136-139.

College Calendar

ACADEMIC YEAR 1958-1959

Freshman Orientation .....Sunday, September 14

Registration for Upperclassmen .....Thursday, September 18

Registration for Freshmen .....Friday, September 19

Opening of 88th Academic Year .....8:30 a.m., Monday, September 22

Matriculation Exercises .....Tuesday, September 23

Chatham Day .....Thursday, November 13

Thanksgiving Holiday ....2:20 p.m., Wednesday, November 26 through
(November 27) 8:30 a.m., Monday, December 1

Christmas Vacation .....2:20 p.m., Friday, December 19 through
8:30 a.m., Tuesday, January 6

Study Day .....12:20 p.m., Thursday, January 22 to
2:00 p.m., Friday, January 23

(Thursday p.m. classes to be held Thursday a.m.—Thursday, January 22)

First Semester Examinations .....2:00 p.m., Friday, January 23
through Friday, January 30

Second Semester .....8:30 a.m., Wednesday, February 4

Spring Vacation .....2:20 p.m., Wednesday, March 25
(Easter—March 29) through 8:30 a.m., Monday, April 6

Study Day .....Friday, May 29

Second Semester Examinations .....Saturday, May 30 through
Saturday, June 6

Commencement .....Monday, June 8

ACADEMIC YEAR 1959-1960

Freshman Orientation .....Sunday, September 13

Registration for Upperclassmen .....Thursday, September 17

Registration for Freshmen .....Friday, September 18

Opening of 89th Academic Year ....8:30 a.m., Monday, September 21

Matriculation Exercises .....Tuesday, September 22

Chatham Day .....Thursday, November 12

Thanksgiving Holiday ....2:20 p.m., Wednesday, November 25 through
(November 26) 8:30 a.m., Monday, November 30

Christmas Vacation .....2:20 p.m., Friday, December 18 through
8:30 a.m., Tuesday, January 5

Study Day .....12:20 p.m., Thursday, January 21 to
2:00 p.m., Friday, January 22

(Thursday p.m. classes to be held Thursday a.m., Thursday, January 21)

First Semester Examinations .....Friday, January 22 through
Friday, January 29

Second Semester Begins .....8:30 a.m., Wednesday, February 3

Spring Vacation .....2:20 p.m., Wednesday, March 23 through
(Easter—April 17) 8:30 a.m., Monday April 4

Study Day .....Friday, May 27

Second Semester Examinations .....Saturday, May 28 through
Saturday, June 4

Commencement .....Monday, June 6

Services and Auxiliary Activities

EVALUATION SERVICES

The Office of Evaluation Services is of inestimable worth in refining numerous aspects of the curriculum. It is important to state academic and general college objectives but it is equally important to have the proper instruments by which to measure relative achievement of those objectives. Through the services of this office, the entire college program is studied.

Important in the Chatham program are Exemption Examinations through which the student may establish the right to move on to advanced courses and the General Examination which is designed to help the student integrate her college experience in the senior year.

The Office of Evaluation Services also gathers faculty and student opinion on critical issues, helps to assess qualifications for admissions and for scholarship aid, and diagnoses individual needs and aptitudes.

AUDIO-VISUAL MATERIALS CENTER

The Audio-Visual Materials Center furnishes sound motion pictures to schools, colleges, and organizations throughout Pennsylvania and neighboring states. The Center has approximately 2500 films, filmstrips, and slides which deal with biology, chemistry, English, geography, history, music, vocational guidance, and many other subjects. It also supplies recreational films for use in school assemblies, P.T.A.'s and clubs.

Films are available for use in classrooms on the campus and many members of the faculty use them as a regular part of their class instruction.

HEALTH SERVICE

The health of students is a vital concern to the college. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the College Physician, at the beginning of the college year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the College Physician, the resident nurse has charge of all cases of illness in the college, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The College Physician calls at the college at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care is available in Pittsburgh. The college infirmary has modern equipment and provides for isolation. See Medical Expenses—page 106.

PLACEMENT SERVICE

The college maintains a Placement Service which offers its services both to students and to alumnae. The Vocational Counselor works in conjunction with the Director of Placement in placing students in part-time and summer employment.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced musical ability.

Training is based on simple laws of physiology and a

scientific mental approach to give the student a clear picture of the problems of performance and a growing confidence through his increased knowledge and ease of accomplishment.

The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent musical educators under the direction of Mihail Stolarevsky.

A Summer Day Music Camp is conducted by the Laboratory School on the Chatham campus. Information concerning this training may be secured by writing to Mr. Mihail Stolarevsky, at the College.

HOW TO GET TO CHATHAM COLLEGE

The College is within a twenty minute taxicab distance from downtown Pittsburgh and the railway stations, and approximately one hour from the airport. Students arriving by train from the East will do well to leave the train at the East Liberty station, which is near the College.

Driving to the College from the East, it is advisable to turn off the Pennsylvania Turnpike at the Pittsburgh interchange and follow Route 22 to the Penn-Lincoln Parkway. Continue on the Parkway to the Braddock Avenue interchange then follow Braddock Avenue to Forbes Street. Turn left on Forbes Street then turn right again off Forbes on to Beechwood Boulevard. Continue on the Boulevard to Fifth Avenue, turn left on Fifth, and the college entrance is approximately three blocks on the left.

When driving to the college from downtown Pittsburgh, the best route is out Bigelow Boulevard, down Baum Boulevard to Negley Avenue. Turn right on Negley and continue to Fifth Avenue. Turn left on Fifth and the college entrance is approximately three blocks on the right.

CHATHAM COLLEGE

Legacies

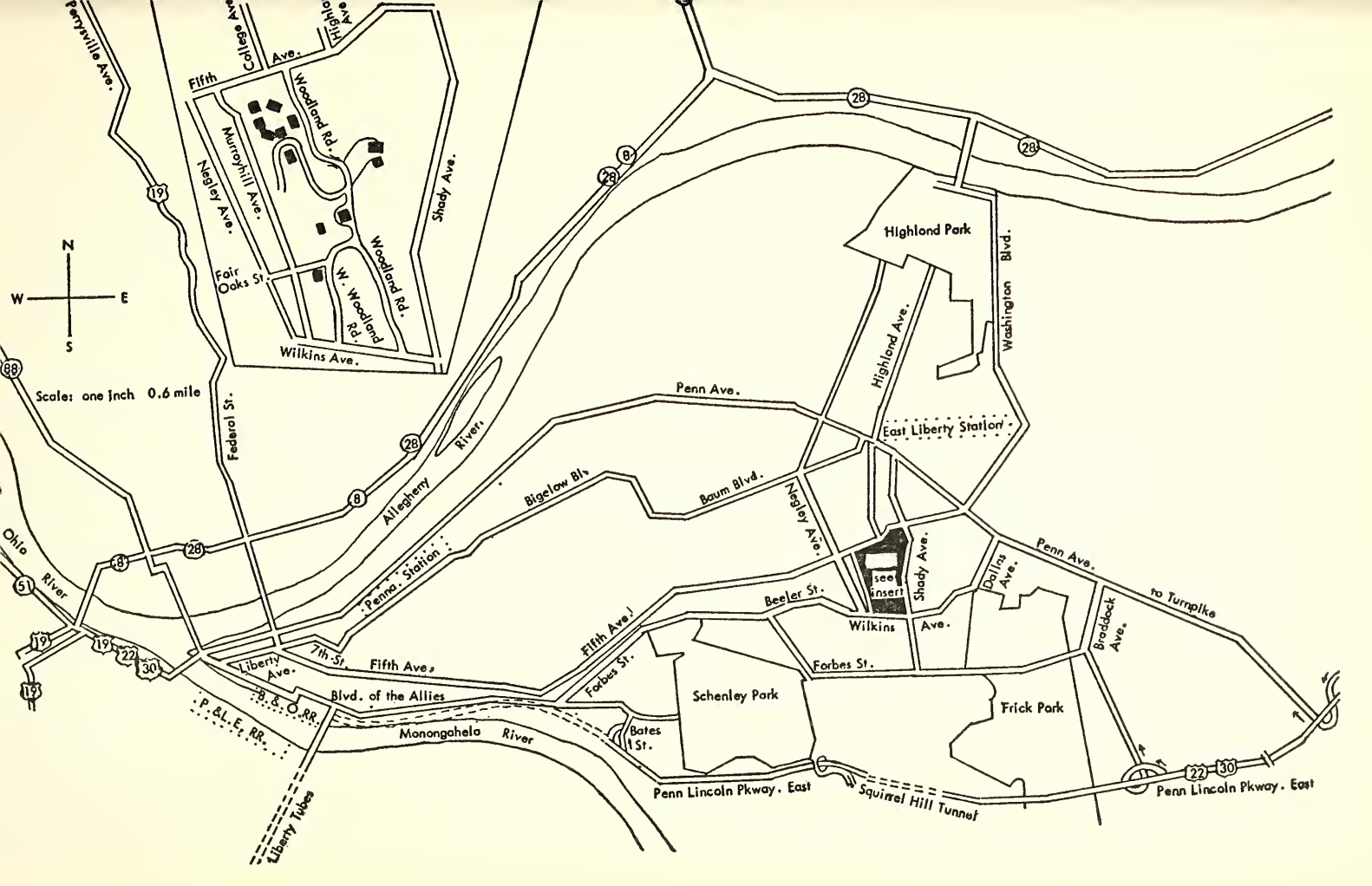
Former students and all friends of Chatham College who are interested in developing and encouraging an outstanding program of liberal arts are invited to consider the College in the disposition of their estates by will.

Form of General Bequest

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of $_____

Form of Bequest for Addition to Endowment

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of $_____ to be added to the General Endowment Funds of the College.


Pennwille Ave.
Fifth Ave.
College Ave.
Negley Ave.
Murrayhill Ave.
Woodland Rd.
Shady Ave.
Fair Oaks St.
W. Woodland Rd.
Woodland Rd.
Wilkins Ave.
N
W
E
S
Scale: one inch 0.6 mile
Federal St.
Allegheny River
Penn Ave.
Bigelow Bl.
Baum Blvd.
Penna. Station
Highland Park
Highland Ave.
Washington Blvd.
East Liberty Station
Negley Ave.
see insert
Shady Ave.
Dallas Ave.
Penn Ave.
to Turnpike
Beeler St.
Wilkins Ave.
Bradduck Ave.
Fifth Ave.
Forbes St.
Forbes St.
Schenley Park
Frick Park
Ohio River
Liberty Ave.
7th St.
Fifth Ave.
Blvd. of the Allies
P.&L.E. RR.
B.&O. RR.
Monongahela River
Bates St.
Liberty Tubes
Penn Lincoln Pkway. East
Squirrel Hill Tunnel
Penn Lincoln Pkway. East

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